DOCUMENT RESUME

ED 391 415 HE 028 851

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TITLE Tolerating the Intolerable: Examining College Students' Attitudes about Date Rape. ASHE Annual Meeting Paper.

PUB DATE Nov 95

NOTE 71p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995).

PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS Age Differences; *Attitude Change; *College Environment; College Freshmen; College Students; Cultural Differences; Higher Education; Institutional Characteristics; Political Influences; Racial Differences; *Rape; Religious Differences; Sex Differences; *Student Attitudes; *Student Development

IDENTIFIERS *ASHE Annual Meeting; Cooperative Institutional Research Program; *Date Rape

ABSTRACT

This study examined freshman college students' attitudes about date rape and how such attitudes changed over the course of their college experience. It is based on a subset of data from the 1990 annual national survey of freshmen and a follow-up study in 1994 collected by the Cooperative Institutional Research Program (CIRP) survey, namely 10,155 students attending 76 colleges and universities, as well as data from previous CIRP surveys. The study found that 87 percent of incoming students in 1989 reported being intolerant of date rape, while 90 percent of incoming students in 1994 reported being intolerant of date rape. It also found that while 75 percent of incoming students in 1990 reported being strongly intolerant of date rape, 84 percent of fourth-year students in 1994 reported being strongly intolerant of date rape. Female students were found to be more intolerant of date rape than male students, while Native-American freshmen were most strongly intolerant of date rape, followed in descending order by Puerto Ricans, Caucasians, Asian-Americans, Chicano/a, and African-American freshmen. Other racial, religious, political, and institutional influences on attitudes about date rape are also considered. (Contains 48 references.) (MDM)

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Tolerating the Intolerable: Examining College Students' Attitudes About Date Rape

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A Paper Presented at the 20th Annual Meeting of the Association for the Study of Higher Education

Orlando, Florida
November 2-5, 1995

HE 028 851

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This paper was presented at the annual meeting of the Association for the Study of Higher Education held at the Marriott Hotel, Orlando, Florida, November 2-5, 1995. This paper was reviewed by ASHE and was judged to be of high quality and of interest to others concerned with the research of higher education. It has therefore been selected to be included in the ERIC collection of ASHE conference papers.

Tolerating the Intolerable:
Examining College Students' Attitudes About Date Rape

Jessica S. Korn

At any given time on any given day, a college woman's life is changed forever. It may happen in a car, in a fraternity, in a sorority, in a college dorm room, in an off- or on-campus apartment, or in a darkened corner of a college campus itself. What is occurring to 1 in 4 college women (Warshaw and Koss, 1988; Women's Resource Center, University of California Los Angeles, 1992) that changes her life is that she is being forced or coerced into having sex against her will[1]. Largely due to the continuing consciousness raising efforts, educational efforts and research efforts of feminist scholars and the Women's Movement, rape now is being accepted as an act of violence and domination rather than an act of sex. Between 60% and 85% of rapes are committed by someone the woman knows (Warshaw and Koss, 1988; Roden and Abarbanel, 1987; Women's Resource Center, University of California Los Angeles, 1988). More than half of rapes happen on a date (Warshaw and Koss, 1988). It is estimated that 1 in 6 women on college campuses can expect to be raped by a date (KNBC, 1989; Finley and Corty, 1993). A rape that occurs within the context of a date or a social gathering is defined as date rape; all forms of rape, regardless if the perpetrator is known or not, are forced sexual activity (intercourse, oral sex, anal sex, fondling of breasts or genitals, or kissing) against a woman's will. The forced sexual activity becomes a weapon to violate, humiliate and dominate the woman. The prime age to be either the victim/survivor or perpetrator of date rape is between seventeen and twenty-three (Warshaw and Koss, 1988), which is the average range for the college years. Thus, date rape is gaining wide recognition as a serious and sensitive issue that affects many college students. This is not only a

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1 Although this study equates victims of rape/date rape to women, it must be acknowledged that men also are targets of rape. Due to the tiny pool of literature and research on male rape victims, this study limits its scope to female victims of rape/date rape. Thus, for the purposes of this study, the victim/survivor referred to as female

women's problem but also a men's problem because both genders are involved with this type of violence.

Equally alarming at which this violence strikes college students is that date rape is a rampant yet silent aggression against women. It is estimated that only one in five to ten rapes are ever reported (Women's Resource Center, University of California Los Angeles, 1988) and that even fewer date rapes are reported. Victims/survivors of date rape are often silent about their attack for several reasons: accepting responsibility and blame for the incident; not understanding a rape occurred, and instead framing it as rougher-than-normal sex; and shame. Their silence is also protection against negative attitudes which condone or justify rape, especially date rape, and by blaming the victims/survivors for the attack. In addition to blaming themselves for the rape, they fear that they will be blamed by others for the rape. Date rape victims/survivors are wary of the attitudes of their friends, their parents, their college's administrators and policies, and the overall society.

Despite the work of feminists and many other scholars, victims/survivors are often blamed for their attacks, and this especially holds true for victims/survivors of date rape. One of the most problematic difficulties a rape victim/survivor must confront is how she is perceived after her rape. Overall student reaction informs how a victim/survivor of date rape who is a college student must cope after her attack. In order to understand how a victim/survivor copes, it is necessary to understand the atmosphere she will encounter. Attitudes and policies towards date rape, the victims/survivors, and perpetrators must be modified and/or changed to make the college climate more sensitive to the victims/survivors rather than perpetuating the existing hostile environment that blames the victims/survivors for the rape.

As the following literature review will illustrate, it is widely understood that these attitudes of blaming the victim/survivor hinder the victim's recovery from the attack (Bell et al., 1992). Negative peer attitudes towards all forms of rape not only serve as desensitizers towards aggression towards women, but also are used by the rapist after the act to deny the impact of their

crime, to excuse their behavior, and perhaps to justify committing the act again (Bell et al., 1992; Sanday, 1990). Moreover, negative peer attitudes towards date rape and sexuality, in general, form a hostile environment on college campuses that not only impacts the recovery of the victim/survivor, but also impacts women's college experience overall (Sanday, 1990). While it has been clearly documented that many college students and administrators hold attitudes that condone, excuse or justify rape, especially date rape (Bell et al., 1992; Sanday, 1990; Burt, 1980; Muelenhard, 1988; Bohmer and Parrot, 1992; Sanday, 1992), the research has not documented the effect of the college experience and the college environment on students' attitudes towards campus sexual aggression. Rather than focusing on the college/institutional response, the victims/survivors, or the perpetrators, this paper focuses on the college students' perceptions of and responses to date rape.

The research questions that are answered in this study are: 1) What are college students' attitudes towards date rape? 2)How do male and female students' attitudes towards date rape differ? 3) Do college students' attitudes towards date rape change over the four years of college? 4) Who are the students who are more tolerant of date rape and who are the students who are less tolerant of date rape? 5) Does the college environment and experience influence students' attitudes towards date rape? 6) What specifically in the college environment or experience influences students' attitudes towards date rape?

Review of the Literature

There are seven general classes of literature on date rape: studies of definitions of date rape and rape in general; research on the reporting date rape and its occurrence; research on focusing on victims of date rape and its aftermath; research focusing on the perpetrators of date rape and their motivations; research on theories of why date rape and rape occurs; research on institutional response to the problem of date rape, whether it be the legal system's reaction or colleges' polices regarding date rape; and, studies on perceptions of date rape and rape. The research on perceptions about date rape fall into several categories: the shaping and transmission of attitudes about date

rape and rape; rape myths and societal attitudes about date rape; high school students' attitudes towards date rape; college students attitudes about date rape; and college administrators' reaction to campus date rape. This paper limits it review of the literature to the scholarship on societal myths and stigmas about date rape and college students attitudes about campus date rape, as they are directly applicable to the purpose of this study.

Cultural Myths and Societal Stigmas of Rape:

Perceiving and placing blame on the victim of date rape while perceiving and placing less blame, but blame nonetheless, on a victim of stranger rape is entrenched in our society's culture (Bridges and McGail, 1989; Bridges, 1991). This system of blaming the victim is due to the reified social myths about rape. This blame-the-victim mentality excuses the rapist and his behavior by blaming the victim for the attack. Therefore, these blame-the-victim attitudes create a rationalization and justification for the rape. Attitudes which blame the victim and therefore tolerate sexual aggression are negative attitudes towards sexual violence and its victims in that they view the victim in a negative manner, seeing that she is the conduit that brought about the rape, and support the rapist in some positive manner. Attitudes that blame the victim and therefore tolerate rape can be referred to as "negative attitudes" towards rape, rape-tolerant or rape-supportive attitudes, or attitudes that condone, justify, rationalize, or accept rape.

Notions about what occurs before, during and after any form of rape are shaped by myths and stigmas which are further reinforced throughout life (Sanday, 1990). These falsehoods about rape are conveyed to children through the many agents of socialization: parents, teachers, coaches, peers, movies, music, television, music videos, and books. It should be noted that feminist scholars oppose cultural attitudes that appear to condone rape (Burt, 1980). Rape myths, which Burt (1980) and Briere, Malamuth, and Check define as false beliefs about rape, "seek to deny or make light of its effects on the victim, or in fact, *blame* (original emphasis) the rape on the victim" (Briere et al., 1985, page 398).

Researchers adhering to a sociocultural view of rape (Bell et al., 1992, page 454) have argued that there is an identifiable set of attitudes that might support or promote crimes against women (Burt, 1980; Lottes, 1991). Referred to by many names, such as rape myths, rape supportive attitudes, and rape callous attitudes, these attitudes involve prejudicial, stereotypical, or false beliefs about rape, rape victims, and rapists (Burt, 1980). Studies have demonstrated that rape myths are widely accepted on college campuses as well as in society at large (Burt, 1980; Lottes, 1991). Additional studies have explored the correlates of rape myths: negative attitudes towards rape, actual rape behavior and the encouragement of rape. It should be emphatically noted here that rape myths, possibly only in part, lead to negative attitudes about rape.

In Burt's important 1980 paper, "Cultural Myths and Supports For Rape," her data, which was collected by using four different scales that measured acceptance of rape myths and was analyzed by path analysis, supports the feminist argument that rape is socially determined. Burt found that rape "is the logical and psychological extension of a dominant-submissive, competitive, sex-role stereotyped culture" (Burt, 1980, page 229). Burt's major findings include an alarming acceptance of rape myths such as blaming the victim and portraying the rapist as an innocent party in the attack; moreover, beliefs in these rape myths are closely intertwined with other strongly held and pervasive attitudes, such as the acceptance of interpersonal violence, sex-role stereotyping, and adversarial sexual beliefs (Burt, 1980). Complimenting Burt's findings, Check and Malamuth found that "the use of force in sexual interactions is ... widespread and acceptable in our society" (1985, page 419). They further found that rape-myth acceptance, acceptance of violence against women, and adversarial sex beliefs are all related to men's self-reported likelihood of raping by creating an atmosphere that accepts and condones rape. Blumberg and Lester clearly show the strong association between rape myths and traditional sex role stereotypes (1991, page 727).

Cross-cultural studies conducted in countries other than the United States, found that rape is often considered an accepted behavior which allows the humiliation and subjugation of women while bolstering the male aggressor's feelings of power, superiority, and masculinity (Sanday,

1981; Brownmiller, 1975). In some societies rape is virtually unknown, in others it is comparatively common. While in a review of 95 different cultures, Sanday (1981) found that 47% of the societies in her sample had no rapes, 17% of the societies in her sample were "rape-prone," while 36% of the societies in her sample had a limited amount of rape occurring. According to Sanday, the extent of rape existing the society depended on cultural factors: "rape-prone" societies often "have male gods, accord women low status, and encourage aggressiveness in boys" where as "rape-free" societies often have "female gods or gods of both sexes, accord women equality with men, and actively discourage male aggression" (Robertson, 1987, page 239). In rape, as in other aspects of human behavior, the behavior of an individual is influenced by the norms of the surrounding society (Robertson, 1987). Therefore, if a culture justifies, condones and rationalizes rape, then rape behavior will be accepted and encouraged rather than viewed as an aberrant and harmful behavior.

Unless otherwise exposed to the facts about rape, people believe these prevalent myths. Burt identified several rape myths, which are common in the macrocosm of society and the microcosm of college campuses: Rape is committed by a deranged stranger; a woman who is raped deserves it; many women have an unconscious wish to be raped; any healthy woman can successfully resist a rapist if she really wants to; women who fight back prevent the rape; the rapist will use a gun or a knife to overpower his victim; and when a woman dresses provocatively, she is asking for "it" (Burt, 1980; Schwendinger and Schwendinger, 1983). More myths surround date rape, and these generally continue the theme of blaming the woman for the assault, especially because she knows her attacker: if a woman goes to a man's room, especially late at night, she gets what she deserves; if a woman invites a man into her room, she is non-verbally inviting him to have sex with her; if a man pays for a date, a woman owes him a sexual favor; if a woman kisses or "pets" a man, she is non-verbally agreeing to have sex with him; women who say "no" are just being coy and really mean "yes;" a man who is sexually aroused or believes he has been led on by the woman has the right to force sex on a woman to alleviate his sexual arousal; and a

woman falsely cries rape to cover-up her sexual liaison with a date or an acquaintance (Burt, 1980; Schwendinger and Schwendinger, 1983; Warshaw, 1988, pages 19-20). These myths, which are perpetuated by traditional and conservative perspectives of sexuality, are dangerous because they excuse the rapist, blame the victim/survivor, and justify the rape. These myths are one cause for the negative attitudes towards rape, and especially towards date rape. Moreover, these readily accepted cultural myths frame rape in terms of sex and the man's sexual needs. The myths do not show rape for what it is, an act of violence, domination and humiliation.

Cultural myths such as these provide ample excuses and justifications for the potential rapist, especially because these encounters are framed as sex, and not even rougher-than-normal or aberrant sex. On the college campus, such stereotypes and myths create a climate in which date rape can thrive, especially due to of the acceptance of the actual incidents as being normal sexual encounters (Sanday, 1990). Quackenbush (1989) reported the general results of a study investigating the perception and expressed likelihood of date rape in relationship to rape myths. Using Burt's (1980) Adversarial Sexual Beliefs Scale, Acceptance of Interpersonal Violence Scale, and Rape Myth Acceptance Scale, Malamuth's (1981) Likelihood of Raping Scale, and Deitz's Rape Responsibility Questionnaire (1981), roughly 65% of her sample of 114 male college students agreed that women are to blame for their rape, regardless of the circumstances (Quakenbush, 1989, page 377). However, these men were less apt to blame the victim in a stranger rape scenario than the victims in a date rape scenario. These men were also asked their attitude toward specific rape myths. Depending on the myth, between 11% and 37% of the men agreed with the myth (page 377). Rape-supportive attitudes such as these culturally accepted and perpetuated myths create a hostile environment for women as well as for victims (Quackenbush, 1989; Sanday, 1990) and may provide the "disinhibitory release necessary to commit date rape" (Quackenbush, 1989, page 377; Malamuth, 1981). It should be noted that Koss et al. (1987) investigated the contention that women are vulnerable to rape because they accept myths and Koss

found that rape victims/survivors who knew their assailants did not accept rape myths any more so than non-victims.

Rape myths and other rape tolerant beliefs have been posited as the social underpinnings of violence towards women. Rape myths, which are readily accepted and promoted, are the underpinnings for negative attitudes towards date rape and its survivors. Quackenbush (1989), Malamuth (1981), Briere et al. (1985) and Sanday (1990) contend that rape myths create an environment which is hostile towards women and victims and which provides the atmosphere for rapes to occur.

Peer Group Perceptions of and Reactions to Date Rape:

It has been shown that attitudes of blaming the victim/survivor hinder the victim's/survivor's ability to recover from the attack (Bell et al., 1992). When the victim/survivor is confronted with this blame the victim mentality in their everyday environment recovery from the attack is especially difficult (Goodman et al., 1993). Therefore, when a victim/survivor of campus date rape encounters a blame-the-victim mentality in the campus environment, her recovery is impeded. Moreover, these attitudes that blame the victim and tolerate date rape act as desensitizers to sexual violence and often provide a rationalization for it. Campus environments in regards to sexual aggression, whether tolerant or intolerant, are partially created by the attitudes of the student body. Several studies explore the student peer group reaction to campus sexual violence in order to discern if college students are generally tolerant or intolerant of date rape.

Koss and Muehlenhard are two researchers at the forefront of studying students' reactions to date rape. Studies postulate that men (Muehlenhard, Friedman, Thomas, 1985) and women (Muehlenhard and MacNaughton, 1988) often will blame the victim/survivor for the attack, usually because the victim/survivor is believed to have led the man on in some manner, such as acting "suggestively." In both studies, "suggestiveness" is defined by the victim/survivor dressing provocatively instead of conservatively, going to the date's apartment, or the victim/survivor asking the man out on the date. Their definitions of "suggestiveness" are based on rape myths. Both

samples read two different scenarios: in the first scenario, the victim/survivor acts and dresses conservatively and in the second scenario, the woman acts and dresses suggestively. Both studies found that rape myths were generally accepted and the "suggestive victim/survivor" was blamed more for "her" rape. However, in contrast to the Koss study, the Muehlenhard studies found that women who strongly believed rape myths were more likely to experience date rape. Therefore, there is no definitive conclusion about rape myths leading to heightened risk of date rape, other than that they do negatively influence peoples' attitudes towards the victim/survivor, especially college students' attitudes. Moreover, these studies do illustrate that women's perceptions about date rape are shaped by rape myths. The significance of these studies is that they do find the link between rape myths and students who hold attitudes that tolerate rape.

Perceptions of victims/survivors of date rape and stranger rape vastly differ (Bridges and McGail, 1989; and Bridges, 1991). Bridges and McGail (1989), using a sample of 122 female and 62 male undergraduates, and Bridges (1991), using a sample of 62 female and 33 male undergraduates, conducted studies about the different perceptions of college students towards date rape and stranger rape. In both studies, students read scenarios that featured a date rape and a stranger rape and then were asked to respond to surveys that measured their attitudes towards the hypothetical encounters. The results of the data from both studies revealed that both male and female college students blamed the victim/survivor in the date rape scenario for losing control of the situation and therefore, the students perceived this loss of control as indicating that the victim/survivor did indeed desire sex; further most of the students did not view the date rape scenario as rape, but rather as sex. These studies found that while students, especially men, rejected the concept of rape occurring on a date, the students did believe that rape exists, but only when rape is committed by strangers. Moreover, the misunderstanding between the victim/survivor and the attacker was seen as a more important factor in the date rape scenario than in the stranger rape scenario. Victims of stranger rape were viewed to be less at fault for the rape than victims/survivors of date rape, but were still blamed to some degree.

Several other studies on college campuses also have shown that negative or callous attitudes about date rape are related to underlying beliefs about gender roles, sexuality, and violence. In another Muehlenhard study (1986), the traditionality of student attitudes towards women and sex roles in general interacted with student acceptance of date rape as sex instead of rape. It was further found that traditionality affected rape-justifiability across all situations, but especially with date rape scenarios. By using a sample of 1,152 introductory psychology undergraduate students, Muehlenhard and Falcon (1990) found that men who accepted traditional gender roles, especially with the belief that males are dominant, were more likely to have engaged in both verbal and sexual coercion and forceful rape. Nelson and Torgler (1990), in their study utilizing 89 undergraduate psychology students, found that men showing more traditional attitudes towards women were more accepting of attitudes favoring coercive sex than those with more progressive gender-role beliefs. Moreover, they found that men accepted both traditional sex role attitudes and attitudes that tolerate date rape more than women. Lottes, in her study of 640 undergraduates from four northeastern universities, found that greater acceptance of "victim-callous rape attitudes" (1991, page 37) was related to less egalitarian gender-role beliefs, greater acceptance of adversarial sexual beliefs, and greater acceptance of traditional attitudes toward female sexuality.

When reviewed collectively, these studies highlight the prevalence of rape-supportive attitudes, or attitudes that tolerate date rape, among college students. One of the strengths of these studies is their samples. Even though the samples are small and limit generalizability to the overall students population, these studies gained access to college students and therefore began to investigate directly students' attitudes about date rape. These studies provide an indication of how college students view date rape. Even though there is evidence that attitudes tolerant of date rape are entrenched in society and on college campuses, it is necessary to conduct further research using samples from the overall population before generalizing the findings to the general population. The majority of these studies are either correlation or ex-post-facto studies, and are useful in

showing that these adverse and potentially dangerous attitudes are prevalent among college students. What these studies, save the Sanday study (1990), illuminate is that a certain percentage of students tend to have rape-supportive attitudes.

Transmission of Attitudes About Date Rape:

As previously discussed, attitudes that tolerate date rape, and rape in general, are entrenched within our society and are subsequently learned through the process of socialization. Also already discussed is that these attitudes about date rape can be reinforced or reshaped depending upon experience and peer group interaction. Although not longitudinal in nature, the most important research to date about how college impacts these date rape-supportive attitudes has been conducted by Peggy Reeves Sanday. Sanday is an anthropologist and uses the ethnographic approach to study the impact of the college climate on attitudes about rape.

Sanday contends that attitudes are related to rape, which has already been supported by studies reviewed in the previous sections. However, she does not focus upon the mechanisms by which these attitudes develop, though she does allude to the socializing role of family and peers. Instead, she focuses upon how these attitudes that tolerate date rape are reinforced by and/or transmitted to college students. In Sanday's 1990 *Fraternity Gang Rape*, she conducts a case study of a gang rape of a young woman by fraternity "boys" at their fraternity house. She purposely labels members of fraternities or any males accepting and displaying these negative attitudes towards date rape, rape, and women in general, as "boys" instead of men because they are acting childish and infantile. In her study, interviews were conducted with the victim/survivor, the perpetrators, and several fraternity members. These interviews were conducted by other students who elicited more trust from the interviewees than Sanday would have. In the interviews, discussion topics included the gang rape itself, attitudes about rape, date rape, sexuality, and traditionality. Moreover, Sanday reviewed the institutional response and the legal response to the case.

Sanday found that the fraternities, or any other association such as team sports that promote close male peers, reinforce attitudes and actions that promote abuse towards women. Initiation rites include the rejection of anything female and the attempt to kill any thing female in the men. These rituals reaffirm traditional attitudes and rape-supportive beliefs including compulsory heterosexuality, woman hating, female subordination, sex as a commodity by divorcing it from the person and relationships, and female objectification. Moreover, these rituals promote the concept of women's eternal sexuality, which is the idea that women are always ready for sex and are therefore willing partners (Sanday, 1990). The rituals, especially gang rape, are attempts to program and transmit these attitudes and behaviors from "boy" to "boy." Moreover, these organizations teach their "boys" about sex, primarily through pornography which portrays rapes as normal sex (Sanday, 1990; Malamuth and Briere, 1985).

The individual is deconstructed in order to become part of the group, which means a complete and unquestioning acceptance of group beliefs. Feldman and Newcomb (1969) found that upon entering college, students gravitate to people and experiences that reinforce existing beliefs. Most people joining organizations such as these may already have these negative attitudes, and given an atmosphere of encouragement, these attitudes flourish. Sanday asserts that power comes from belonging to a group like a Greek organization because such groups provide for students their social lives while at college. This power accumulates and then is passed on to new initiates through inheritance. Sanday finds these organizations analogous to cults with the pressure of group mentality or group think.

In a study which sought to identify institutional factors that lead to student involvement in educationally meaningful extracurricular activities during college, conducted by Kuh and Lyons from 1988 to 1989, most of the fourteen participating colleges had powerful Greek organizations that promoted degrading, demeaning and stereotyping of women. However, Kuh and Lyons found Greek organizations and their promotion of hostile attitudes about sexuality, rape, and women to be less divisive at institutions where strong residence life programs and other significant

involvement options existed for students. The implications of this study in combination with the Sanday study are enormous. Colleges seem to be creating and condoning atmospheres where women are not respected. Sanday argues that these rape-supportive and anti-woman attitudes and behaviors, that are promoted by fraternity members, and accepted by college campuses, create a hostile atmosphere for women. A hostile atmosphere is especially harmful for victims/survivors of date rape or any other rape as well as potential victims.

The Impact of College on Attitudes About Date Rape:

This current scholarship lacks a demonstration of how college impacts these attitudes. The major oversight of this collection of studies is that they fail to address specifically the college environment and its impact on college students' attitudes towards sexual aggression. These studies simply illuminate that some college students possess attitudes that tolerate date rape and that students may be entering college with beliefs about date rape already formed. However, these studies neglect to show how and if college itself shapes students' attitudes towards sexual aggression. Despite the entire body of scholarly literature on the impact of college on students, scholars investigating attitudes about sexual aggression on college campuses have not sought to employ the concepts embodied in this literature to their investigations. There are two theories of college impact that are directly applicable to the study of attitudes of students about campus date rape: the work of Feldman and Newcomb (see 1969) and the work of Alexander Astin (see 1977, 1985, 1991, 1993). Models of college impact, in short, describe a process of student development where students enter college with a given set of attitudes, beliefs, and characteristics which will inform the type of college experience they will have (Sax, 1993, page 41). However, levels of exposure to college and perceptions of these college experiences will in turn shape students' personal and academic development, including their attitudes (Sax, 1993, page 41; see A. Astin, 1991).

In one of the earliest works on the direct impact of college on students, Feldman and Newcomb outlined their theory of accentuation in their 1969 study *The Impact of College on*

Students. They assert that students with certain beliefs will gravitate to subgroups on college campuses and to college activities that will reinforce their already existing attitudes. Therefore, college acts as a reinforcement agent for some students' attitudes. This could be applied to research on how college students form their attitudes about date rape. Applying this notion to the question of campus date rape leads to an examination of how certain things in the college experience and college environment may reinforce students' attitudes about date rape, and sexual aggression in general.

Following the logic that students are imbued with the self-selected environment's attitude towards date rape, it is also possible that students are not only having their ideas about date rape shaped by their peers, self-selected sub-groups and campus activities, but they also are having their ideas shaped by professors, administrators, and general campus policies and responses regarding sexual violence on campus.

Using Astin's Input-Environment-Outcome Model (1977, 1991, 1993) may assist in the explanation of how college may impact date rape attitudes. The model is a simple, yet elegant framework for assessing how students change as a direct result of college (Graph 1). The strength of the I-E-O model is that it allows for the assessment of the impact of the college environment on student development. According to Astin (1991), inputs are characteristics of students before entering college, whereas outcomes are characteristics of students after exposure to college. There are two types of college environments. Between-institutional characteristics refer to the structural characteristics of the particular college the student attended (size, financial resources, type of institutional control, caliber of students). Within-institutional characteristics refer to the experiences students self-select while at college (housing arrangements, academic majors, interactions with peers and faculty, work arrangements, extracurricular activities). By measuring the inputs and outcomes, it is possible to assess how a student has changed since entering college, and by measuring the environments, it is possible to assess which college characteristics and/or experiences caused the change.

The I-E-O model of college impact is simple yet powerful. It allows for the assessment of the change in students due directly to the college experience by having the longitudinal component. Moreover, it allows for the evaluation of the impact of differential types of colleges and differential types of college experiences on students, therefore accounting for the diversity of the college experiences and environments a student may encounter. The longitudinal analyses to measure how students' attitudes change during college and as a result of being in a certain type of collegiate atmosphere and/or participating in certain activities are the primary objective of this study. This type of approach will show how the socialization process continues, and how attitudes that students carry with them as they enter college are reinforced or reshaped due to college and their peers. Moreover, results from this type of analysis can provide practical policy implications for colleges and college administrators.

Methodology

Methods and Analyses: In order to discern if attitudes about date rape of these entering freshmen change or remain constant over the four years of college, cross-tabulations were conducted. To obtain other descriptive results, correlations and frequencies were also conducted. To assess if and how college impacts students' attitudes towards date rape and what specifically in the college environment or experience is either negatively or positively impacting attitudes, Astin's Input-Environment-Outcomes (I-E-O) model is employed. As previously explained, the I-E-O methodology assesses the impact of various student characteristics and experiences before and during college on particular student outcomes, such as attitudes towards date rape (Graph 1). This particular methodology minimizes the risk involved in making causal inferences by controlling for the background characteristics (inputs) of student in order to assess the true influence of the college environment and experience on the outcome (Astin, 1991). Stepwise regression analyses where independent variables are blocked temporally (Graph 2; Table 2) were conducted for the overall student sample, male students, and female students. The separate regressions by gender were

conducted in order to determine if college environments affect the genders differently with respect to the dependent variable.

Data Source: The data for this study are drawn two primary sources: a 1990 annual national survey of freshmen and a follow-up study of those freshmen conducted in 1994. The 1990 annual Freshman Survey provides information on students' background characteristics (personal characteristics, demographics, experiences in high school as well as students' values, attitudes, life goals and self-concept) and the 1994 follow-up survey provides information about students' college and college experiences. This student data were collected by the Cooperative Institutional Research Program (CIRP) that is housed at the Higher Education Research Institute (HERI) at the University of California, Los Angeles.

Sample: The total sample is 10,155 college students from seventy-six colleges and universities. Table 1 details some of the characteristics of the sample, such as the racial and gender composition. In the sample there are 6,085 female students and 4,070 male students; therefore, the gender composition is 60% female and 40% male. The sample is overwhelming Caucasian, in that over 89% of the sample is Caucasian. Only 3.1% of the students are African-American, 3.4% of the students are Asian-American, and under 2.5% are Chicano/a or Puerto Rican self-identified. Sixty-one percent of the sample attends four-year colleges, where less than 40% of the students attend universities. The majority of the students (86%) attend private post-secondary institutions. A significant portion of the students (32%) attend private universities, while only a small segment (7%) of the sample attend public universities. Many students attend institutions with religious affiliations: a quarter of the sample attend Catholic four year colleges and 12% of the sample attend Protestant four year colleges. Yet, 16% of the students attend four year colleges that are not religiously affiliated. Almost all the students (91%) attend a co-educational institution.

Dependent Variable: The outcome or dependent variable for this study is a question about attitudes towards date rape. The single item on date rape that appeared on both the 1990 Freshmen survey and the 1994 Follow-Up Survey reads, "Just because a man thinks that a woman has 'led

him on' does not entitle him to have sex with her. Respondents are asked to rank their level of agreement on a four point scale: (1) disagree strongly; (2) disagree somewhat; (3) agree somewhat; and (4) agree strongly. Those students who disagree on some level with the measure are more tolerant of date rape and those students who agree on some level with the measure are less tolerant of date rape. Another way to say this is that those students who agree to some degree with the dependent variable are intolerant of date rape, whereas students who disagree to some degree with the dependent variable are tolerant of date rape. The presentation and discussion of the results discuss tolerance of date rape in degrees ranging from least tolerant to most tolerant as well as intolerance of date rape and tolerance of date rape.

This statement is based on one of the most pervasive and commonly accepted rape justifications: if a woman is perceived by a man as leading him on, whether it be by her appearance, mannerisms, or actions, she then is asking for "it" and deserves what she gets because the man perceives she has somehow non-verbally communicated to the man her willingness to engage in sexual activity with him (Burt, 1980). Moreover, this measure emphasizes a non-consensual encounter by employing the word "entitle;" entitlement does not denote consensual relations, rather it implies a relationship involving power. This is the root definition of rape (Brownmiller, 1975; Koss et al., 1987). Therefore, this is a very appropriate measure of date rape.

Independent Variables: Many items are included on the omnibus 1990 Annual Freshmen survey and its 1994 follow-up questionnaire, allowing the exploration of the relationship between a students' attitudes about date rape and other aspects of the students' background and life. This exploratory study utilizes several independent variables (Graph 2; Table 2) for both the descriptive cross-tablulations and for the regression analyses. The independent variables, include input (student background characteristics), environmental variables (college characteristics), and intermediate outcome variables (student experiences in college). It is important to note that because students have agency over the intermediate outcomes which are also known as the students' college experiences, they are blocked separately from the variables which solely describe

the differences between institutions. The rationalization for all these variables comes from various sources, but primarily from previous research.

The input characteristics or background characteristics of students include demographic characteristics, high school achievements and activities, personal values, and self concept. These variables are taken from the 1990 freshmen survey. The pretest of the dependent variable will be entered first in its own block to partial out its effect in order to determine the true effect of other variables entering the regression equation. There are two rationales for the inputs chosen: the demographic characteristics and activities show what type of person the student is and what their home and personal life may be like; the attitudes, goals and self-concepts were chosen in order to profile their attitudes, goals and sense of self. Background characteristics are especially important to analyze because a great deal of literature pinpoints the socialization process, which continues up and through college and during the entirity of life (Sanday, 1990; 1993), and agents of socialization as being responsible for the molding of peoples' attitudes about date rape (Warshaw, 1988; Koss et al., 1987; Koss, 1990).

It is important to note that certain attitudinal variables were chosen to assess students sex-role attitudes and other attitudes that may be involved in their being prone to tolerate rape. The specific attitude items include: abortion should be legal; it is okay to have sex only after a very short time of knowing each other, if the two people really like each other; activities of married women are best confined to the home; living together prior to marriage is okay; and, homosexuality should be illegal. These are measures of traditional sex role attitudes, which according to previous research are a major factor of a student's tolerance or intolerance of date rape (Bridge, 1991). Blumbegr and Lester, in a correlational study with a sample of high school students, found that rape myths and traditional sex role attitudes are closely linked with an acceptance of date rape (199, page 327). Several other cross-sectional studies conducted on college students illustrate that sex role attitudes, which are learned through the process of socialization, are key factors leading to tolerating date rape (Hall, Howard and Baezio, 1986; Muehlenhard,

Friedman and Thomas, 1985; Muehlenhard and MacNaughton, 1988; Muehlenhard, 1988; Sanday, 1981 and 1990; and Warshaw and Koss, 1988).

The environments and intermediate outcomes chosen were deliberately selected in order to assess their effect on the students' attitude about sexual aggression. In turn these variables can provide information about the college climate with respect to date rape attitudes. Bohmer and Parrot (1992), Kuh and Lyons (1989), and Schaeffer et al. (1993) found that certain college characteristics shape students' attitudes towards date rape. Therefore, this study selects certain measure of the college environment, such as institutional size, institutional type, institutional selectivity, percent of female students, the overall peer environment, and the overall faculty environment to explore their impact on student's attitudes towards date rape. The intermediate outcomes where specifically chosen with Feldman and Newcomb's Accentuation Theory as well as Astin's Involvement Theory in mind which postulates that students gravitate to people and activities that reinforce their attitudes and perceptions. Therefore, several college experiences (belonging to a Greek organization, living arrangements during college, leadership activities, diversity activities) are investigated in their impact on students' attitudes towards date rape.

Results and Discussion

The analytical work of this study begins with an examination of the changes in college students' attitudes about date rape. This inquiry logically precedes the investigation about the college impact on students' attitudes about date rape, which is presented after the descriptive analyses.

Change Over Time

The possible effects of societal change on attitudes about date rape can be assessed by examining changes in the intolerance of date rape of six consecutive entering classes (1989-1990-1991-1992-1992-1994). Graph 3 visually represents how the trend among freshmen students who are intolerant of date rape have changed from 1989, when the measure first appeared on The

Annual Freshmen Survey, to 1994[2]. In 1989, the majority of students (87 percent) reported to being intolerant of date rape to some degree. By 1994, there was a small increase among entering freshmen in their intolerance of date rape: ninety percent of the students reported being intolerant of date rape. For men, although reporting in large numbers that they are intolerant of date rape, men as a group were lower than the overall freshmen group. In 1989, 79 percent of men reported being intolerant and in 1994, 84 percent of men reported being intolerant of date rape. This is a five percent increase. Women, as a group, report being intolerant of date rape more frequently than men or the overall freshmen group. In 1989, 93 percent of women reported being intolerant and in 1994, there had been a one percent increase over the six years in that 94 percent of entering female freshmen reported being intolerant. The overall trend among the freshmen, regardless of gender, is that of increased intolerance of date rape. Nonetheless, women report being intolerant of date rape more frequently than men, meaning that men are more tolerant of date rape. Although there has been an improve in men's attitudes, it is still worrisome that in 1994 over 15 percent of entering male freshmen are tolerant of date rape. The change in attitudes among entering college freshmen from 1989 through 1994 may be a result of increase amount of attention and recognition to date rape as a social concern in the general society as well as in high schools.

Changes In Attitudes About Date Rape During College

Just as there has been a movement towards increased intolerance of date rape among entering freshmen from 1989 to 1994, there was a pattern of increased intolerance of date rape among college students who entered college in 1990 and graduated in 1994. The overall trend is that attitudes move from being more tolerant of date rape to being less tolerant of date rape over the four years of college. Table 3 shows that in the overall sample, overall three-fourths of the sample as freshmen are stongly intolerant of date rape which increased 9 percent to 84 percent by 1994,

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[2]This simple trends table uses weighted national percentages, which represent estimates of the results that would be obtained if all freshmen enter US colleges and universities in the fall of 1989, 1990, 1991, 1992, 1993, and 1994. Weights compensate for differential sampling of both institutions and students (see 1993 freshmen survey for details of the process). Other descriptive analyses and multivariate analyses use unweighted data.

after four years of college. For those students who are tolerant of date rape, their ranks drop three percent from 7 percent to 4 percent during the four years of college.

gender differences: Better understanding of the change in attitudes about date rape during college is gained by examining the differences between men and women as well as the differences among women and the differences among men. Table 4 and Graph 4 shows the gender differences in changes of students' attitudes towards date rape between 1990 and 1994. The first significant result is that men are more tolerant of date rape than women. There is a strong positive association between being female and being intolerant of date rape (r=.24). Ninety percent of female students in 1990 and 93 percent in 1994 reported being strongly intolerant of date rape. By the time male students graduate, 71 percent are the most intolerant of date rape, which is an increase of 19 percent. Therefore, one-fifth of male college students, after exposure to four years of college, report condoning date rape to some degree rather than being strongly intolerant of it. Female students, on the other hand, are so strongly intolerant upon college entry, they exhibit little change in their attitudes. By the time male college students have been in college for four years, one in twelve men (8 percent) still tolerates date rape, which nonetheless is a decline of six percent from 1990. Only three percent of women, by the time the graduate, report being tolerant of date rape to some degree, which is a decrease of only one percent from the time of college entry. Another significant result is that men tend to show a higher tolerance of a gray area or ambiguity regarding date rape than women do. Over one-third (34 percent) of male students in 1990 and over one-fifth (21%) in 1994 reported being somewhat intolerant of date rape. This means that over one-fifth of males (or one out of five men) are tolerant of date rape to some extent rather than completely eschewing tolerance of this violating, depersonalizing violent crime.

These findings confirm results from other studies that have been cross-sectional in nature. Muehlenhard, Friedman, and Thomas (1985) found that men more than women will believe rape myths, which serve to rationalize, justify, and even promote rape. In another study, Muehlenhard (1986) found that the traditionality of males students' attitudes towards women and sex roles

interacted with their acceptance of date rape as normal sex, rather than as violence and as an act of aggression and control. The collective research of Koss (1988, 1990, and 1993) empirically shows that there is a clear pattern where male college students accepting date rape more than women. Nelson and Tolger (1990) found that men who accepted both traditional role beliefs and negative attitudes towards women condone date rape more than women. Yet, the findings of this study show that although for most men college has a liberalizing effect; for others, college does not and they retain their tolerance of date rape even after attending college for four years. Regression analyses may help to illuminate why are men more tolerant of date rape and why do men tolerate more of a gray area -- at least after exposure to college.

To continue to explore the change during college in students' attitudes towards date rape and how men and women differ in their attitudes towards date rape, other cross-tabulations were conducted. The majority of studies examining the attitudes of college students about date rape focus on gender differences (Bell et al., 1992; Bostwick et al., 1995; Finely et al., 1993; Korn, 1993; Koss et al., 1987; Muehlenhard, 1988), almost no studies focus on other differences. Therefore, this study looks at certain demographic differences (racial, religious, political orientation) in addition to gender differences in order to discern if students of different backgrounds have different levels of tolerance of date rape and if these backgrounds shape students' attitudes about date rape. This study also examines students attitudes towards date rape by a few institutional characteristics (control, type, stratification) in order to discern if students in different college environments have different levels of tolerance of date rape. Table 5 shows the demographic differentials; Table 6 shows the differential change by institutional characteristics. When discussing the results presented in these two tables, the results will be discussed in terms of overall level of tolerance in both 1990 and 1994 as well as the change exhibited over the four years of college.

differences by race/ethnicity: In 1990, Native-American students were the most strongly intolerant, followed in descending order by Puerto Ricans, Caucasians, Asian-Americans,

Chicano/a, and African-American freshmen. As freshmen, 10 percent of Asian-Americans, 12 percent of Chicanos/as, and 13 percent of African-Americans were tolerant of date rape. During the four years of college, African American students exhibited the most change towards being more intolerant of date rape, followed in descending order by Chicano/a students, Asian-American students, Caucasian students, Native-American students. Puerto Rican students changed, by three percent; however, Puerto Rican students became more tolerant of date rape over the four years of college. Meaning, they exhibited change, but in the wrong direction. After four years of exposure to college, Native-American students remained the most intolerant of date rape, followed by Caucasian students, Asian-American students, Chicano/a students, and African-American students. One in ten Puerto Rican students remained tolerant of date rape even after attending college.

The interaction of race and gender illuminates that men of any race remain more tolerant of date rape than do women regardless of their race. For male freshmen in 1990, Puerto Ricans were the most intolerant, followed in descending order by Whites, Native-Americans, Asian-Americans, African-Americans, and Chicanos. During the four years of college, Chicanos exhibited the most change, followed by African-American male students, Asian-Americans, Caucasians, Native-Americans. Puerto Rican men showed no change during college, although they remain the most strongly intolerant in 1994 with only 4% of the men tolerating date rape. Ten percent of both African-American men and Asian-American men remained tolerant of date rape. This means one out of ten African-American males students and Asian-American male students tolerate date rape. Chicanos tolerate date rape slightly more than their African-American or Asian-American counterparts.

As for women, in 1990 Asian-American freshmen were most intolerant, followed by Caucasian female freshmen, Chicanas, Native-Americans, Puerto Ricans, and African-American female freshmen. Although showing the most tolerance out of the female freshmen, African-American female college students changed the most in moving towards less tolerance of date rape.

One of the more disturbing findings is that Puerto Rican students became more tolerant of date rape.

differences by religion: For the purposes of this analysis, the religions are aggregated into the Protestant, Catholic, Jewish, Other (Buddhist, Eastern Orthodox, Islamic, Mormon, Quaker, Seventh Day Adventist), and None. As shown in Table 5, there is little difference between the various religions, with different religions being separated by only one or two percentage points. In 1990, Jewish freshmen were the most intolerant, followed by students who self-identified as Other, Protestant, None and Catholic. The religious distinction that showed the most change over college, were students who self-identified Other. By 1994, self-identified Other were the most intolerant, followed by Jewish students, Protestant students, Catholic students, and students who reported to not be religious.

By exploring differences about attitudes towards date rape by religious and gender differences, the primary result of men being more tolerant of date rape is illuminated again. Men exhibited more change than women, but may be due to men having more room to move towards intolerance than women do. Two interesting findings did surface by exploring the intersection of religion and gender. By 1994, 1 out of 10 male college students who reported to have no religious affiliations remain tolerant of date rape. By 1994, Jewish women moved two percentage points towards being more tolerant of date rape.

differences by political orientation: For the purposes of this analysis, political orientation is categorized into Far Right, Conservative, Middle of the Road, Liberal, and Far Right. There are little differences in attitudes about date rape when broken down by political orientation. In 1990, Liberal freshmen were the most intolerant of date rape, followed in descending order by students who report to be Far Right, Middle of the Road, Conservative, and Far Left. The most change towards intolerance was exhibited by students who report to be from the Far Right, whereas students from the Far Left remain more tolerant than other students. By 1994, Middle of the Road

students are the most intolerant followed by Liberal students, students from the Far Right, Conservative students, and students from the Far Left.

Analyses to explore the intersection of gender and political orientation shows that less than three percent of all women, regardless of political orientation, are tolerant of date rape after four years of college. Where eight percent of male Liberal students and 13 percent of male students from the Far Left remain tolerant of date rape after college.

differences by institutional type: Although the effect of the college environment itself can be better explored by regression analyses, it is interesting to briefly explore student differences in their attitudes about date rape by different college environments. As shown in Table 6, there is little difference between attitudes about date rape among students who attend universities or four year colleges, or for students who attend public or private institutions. Students who attend public universities and Protestant four-year colleges demonstrate the most change towards intolerance. Students who attend private universities and nonsectarian four-year colleges also change towards intolerance, slightly less than those students at public universities and Protestant four-year colleges. Students public four-year colleges and Catholic four-year colleges have not only a smaller rate of change towards intolerance of date rape but also a higher rate of tolerance of date rape. After four years of college, one in ten men who attend public-four year colleges and 11 percent of men at Catholic colleges tolerate date rape. Table six shows that students at public black four-year colleges are the most tolerant of date rape. Although there is a fourteen percent increase towards intolerance for men at public black four-year colleges during the four years of college, almost one in five college men remain tolerant of date rape in 1994. Twelve percent of women at public black four-year colleges remain tolerant of date rape in 1994. There may be something distinct within the setting of a public black four-year college that supports the tolerance of date rape.

Results from these simple frequencies and cross-tabulations indicate that college has an overall liberalizing effect on attitudes towards date rape -- among students, attitudes go from being more date rape tolerant to being less date rape tolerant (more date rape intolerant). However, these

results also indicate that men remain more tolerant of date rape than women do, even after exposure to college. Although Tables 3, 4, 5, and 6 all show the liberalizing effect of college on attitudes towards date rape for all students, the tables also indicate that a certain proportion of students, especially men, remain tolerant even after four years of college. Despite the overall trend in movement towards intolerance of date rape among all student groups, certain groups exhibit a higher tolerance of date rape. Since men exhibit the most tolerance, Table 7 shows changes in attitudes towards date rape for different male sub-groups in college.

Three sub-groups of male college students tended to have higher intolerance rates as freshmen and after four years of college as well as showing a strong rate of change towards more intolerance of date rape: male college students with high peer group interaction; male college students with leadership experiences; and male college students with diversity experiences in college. Feldman and Newcomb (1969) and Astin (1977, 1993) found that students with high college involvement and high peer group interaction tend to have better college experiences as well as being more "tolerant"/respectful of others. The five measures of high peer group interaction indicate that students who spend time with their peers are more intolerant of date rape. These students include: male college students who frequently spend time with their friends (r=.02); men who report to have discussed classes with other students frequently (r=.12**)[3]; men who report to have studied with other students frequently (r=.04**); men who spent minimal time commuting; and, male college students who are residential students all during college (r=.07**). As Astin (1977, 1993) found the residential experience is a positive college experience for students. Therefore, it is not surprising to find that students who spend less time spent commuting and students who live as a residential student are more intolerant of date rape, as that is a violation of another person. These results confirm the findings from Schaeffer et al. (1993) in that on campus residence diminishes rape-tolerant attitudes.

[3] ** Denotes that correlations are significant at the P level of 0.01; * denotes that correlations are significant at P level of 0.05. If no asterick(s) follow a correlation, then the correlation is not significant.

Astin found that leadership experiences also have a positive influence on students attitudes; therefore it was expected that students who become leaders in college are more intolerant of date rape. These students include: men who served as resident assistants (r=.08**); men who participated in campus protests (r=.03); men who were elected to student office (r=.04**); and, men who tutored other students frequently (r=.04**). Student leaders also have high interaction with other students. Other studies, including Astin (1977, 1993), show that diversity experiences are also positive influences for students' overall respect of others. The findings in this study reflect this; students with diversity experiences in college are more intolerant of date rape. Students with diversity experiences include: men who enrolled in women's studies courses (r=.04**); men who enrolled in ethnic studies courses (r=.05**); men who socialized with someone of a different ethnic/racial group while in college (r=.10); men who participated in a racial/cultural student organization while in college (r=.07**); and finally, students who performed volunteer work during college (r=.06).

While these three sub-groups on campus exhibit a high intolerance of date rape, and a movement towards increased intolerance during college, there are four sub-groups on campus that exhibit more tolerance of date rape despite the movement towards increased intolerance during college for most sub-groups. These four groups include: students who have minimal peer group interaction; students who are partiers; students of certain all male groups, such as fraternities and selected all male athletic teams; and students with conservative or traditional sex role beliefs. Students who have minimal peer group interaction include: men who reported never to have discussed a course with other students; men who reported never to have studied with other students; men who watched more than 20 hours of television per week (r=-.10**); men who did not live on campus at all during college; men who commuted more than twenty hours per week during college (r=-.03**). It should be noted here that living with one's parents during college is negatively correlated with intolerance of date rape (r=-.02) as is living in one's own off campus apartment (r=-.05**). Astin also found that students who do not live on the campus are more

isolated and more disrespectful, judgemental, or intolerant of others (1977, 1993); therefore it is not surprising to find that students who live off campus are more tolerant of date rape. Students who have minimal peer group interaction are isolated from their peers and do not benefit from varied people, attitudes, and experiences. In fact, the results indicate that two of these groups, male commuter students and men who do not study with others, exhibit a movement towards tolerance during college.

Sanday's (1990) ethnographic study of fraternity gang rape found that fraternity members and heavy partiers are especially supportive of rape. She broadens her findings to contend that members of certain all male campus sub-groups where the feminine is demeaned and objectified, such as fraternities or intercollegiate football and basketball teams, pro-rape attitudes would be prevalent. Therefore, this study specifically examined the attitudes of male college students who party a lot, belong to fraternities, and belong to athletic teams. Overall, partiers were more tolerant of date rape. Nine percent of men who reported to have drank beer frequently during college (r=-.07**) are tolerant of date rape. One in ten men who drank wine or liquor frequently during college (r=-.10**) are tolerant of date rape. Almost one in five (19 percent) of men who reported to party heavily during college (r=-.11**) tolerate date rape. This confirms the findings of Abbey (1991) in that alcohol is strongly related to rape-tolerant attitudes and rape-prone behaviors. Thirteen percent of men who strongly believe that marijuana should be legalized (r=-.06**) are date rape tolerant. Like partiers, despite an overall movement towards intolerance of date rape, members of certain all male sub-groups, such as fraternity members and intercollegiate football and basketball players, are more tolerant of date rape. Nine percent of all fraternity members (r=-.05**) are date rape tolerant as are those members who lived in the fraternity for some amount of time during college. However, 17 percent of those who lived in the fraternity for all of college (r=-.04*) are date rape tolerant. This may be due to prolonged exposure to anti-women attitudes and increased isolation from other students who do not belong to this type of Greek organization. These findings support Kuh and Lyons (1990) findings that the Greek experience increases

tolerance of date rape. One out of ten football and basketball players are tolerant of date rape (r=-.05**) while only 8 percent of men who play other intercollegiate sports (r=-.01) are date rape tolerant as are 8 percent of men who play intramural sports (r=-.01).

Sanday (1990) as well as the studies by Muehlenhard and her colleagues (1985, 1988, 1988, 1988, 1990) assert that men who hold traditional sex role attitudes are more tolerant of date rape. Results, shown in Table 7, partially support this contention, despite any changes towards intolerance over the four years of college. One in ten male college students who are homophobic (or heterosexist) in that they believe that homosexual relationships should be prohibited (r=-.06**) are tolerant of date rape. Over one in ten (12 percent) male college students who are sexist (or misogynistic) in that they believe that the activities of married women are best confined to the home (r=-.10**) are tolerant of date rape.

In summary, cross-tab results indicate that members of certain campus sub-groups and college students exhibit a higher tolerance of date rape, whereas other members of certain campus sub-groups and college students exhibit a lower tolerance of date rape. Male college students overall, fraternity men, male intercollegiate football and basketball athletes, students with little peer group interaction, commuter students, and students who hold conservative/traditional sex role attitudes are more tolerant of date rape. Female college students overall, students with high and/or diverse peer group interaction, student leaders, students who take women's studies courses, and residential students tend to be less tolerant of date rape. Moreover, the cross-tabulations indicate that attitudes about sexual aggression are determined by a complex set of factors which are independent of students' political orientation (r=.01), yet gender, race and religion may be included in factors that influence attitudes about date rape. This also supports that most attitudes about date rape are formed prior to college entry: the relationship between pretest and the post-test is very strong (r=.22**).

All of these descriptive analyses indicate that there is a change occurring during college in students' attitudes about date rape. But, is this due to maturation of the students over the four

years or is it due to the exposure to college itself? And, if the changes are I nfact due to college, what in the college environment or experience specifically is causing the changes? To answer these questions, regression analyses were conducted.

College Impact: Results of Multiple Regression Analyses

Aside from the goal of documenting the change itself, the amount of the change, and the direction of the change in attitudes towards date rape during college, the other main concern of this study is to assess the impact of the college experience on students' attitudes about date rape. Results from cross-tabulations only provide information about strength of associations and do not provide for any evidence of a causal link between certain college environments to attitudes towards date rape. Thus, regression analyses were conducted to determine if the college environment and/or experience influence attitudes towards date rape. In order to determine the effects of the college environment on attitudes about date rape, it is necessary to control the potentially biasing student background variables prior to the examination of the effects of the college experience. The technique chosen for this is blocked stepwise multiple regression analyses because this process eliminates the correlation between student input characteristics and environmental variables, thereby illuminating the true impact of the college environment/experience.

Three regressions were conducted at P level of 0.05: Table 8 summarizes the results for the overall sample (n=7,467); Table 9 summarizes the results for the male sub-sample (n=3,042); and, Table 10 summarizes the results for the female sub-sample (n=4,425). The twenty-six variables in the regression equation for the overall sample accounts for 11 percent of the variance. The twenty-one variables in the regression equation for the male sub-sample accounts for 10 percent of the variance. The seventeen variables in the regression equation for the female sub-group accounts for 4 percent of the variance. A variable entering into the regression equation positively means that it tends to influence students to be more intolerant of date rape and conversely, a variable entering into the regression equation negatively mean that it tends to influence students to be more tolerant of date rape.

overall sample: The results of the overall sample of students are shown in Table 8 and . there are several important results to highlight; only the most intriguing results are discussed while other results are presented in the table. The strongest indicator of a students' attitude towards date rape after college is their attitude about date rape prior to college. The pre-test was the first variable to enter into the equation and remained the strongest even after controlling for all other variables. The other background characteristics entering into the equation diminished its strength only slightly and still accounts for half of the variance. This indicates that students' attitudes about date rape are formed prior to college and after all the other variables are controlled.

Ten background characteristics of students entered in the input block. As other studies indicated, gender has a great influence on students' attitudes about date rape. Being female entered positively and remained relatively unchanged after other variables were controlled. This means that a woman is more likely to be more intolerant of date rape than a man is; this confirms the findings of the cross-tabulations. As the cross-tabulations also indicated, Puerto Ricans are somewhat more tolerant of date rape and Race: Puerto Rican enters into the regression equation negatively yet does not remain a significant indicator once all the other variables enter the equation. Level of father's education enters initially into the equation positively but drops out entirely once the peer mean measure of socio-economic status enters, meaning that SES is a more potent predictor than level of father's education.

Four attitudes entered into the equation negatively and remained unchanged as other variables were controlled. Students who are tolerant of date rape tend to also believe that sex between relative strangers is okay if the two people really like each other, that homosexuality should be illegal, that married women should not work outside of the home, and that marijuana should be legalized. The students who are tolerant of date rape tend to condone casual sex and partying but believe in traditional sex-roles for men and women, which was shown as well by the cross-tabulations. Spending a great deal of partying entered into the regression negatively, meaning that students who tolerate date rape enjoying partying; this was also shown in the cross-

tabulations. Students who are intolerant of date rape tend to be self-confident about their academic ability and spend their time with their friends rather than partying.

Four characteristics of the college environment entered into the regression equation; however, added little to the overall variance. Student who attend public four-year colleges tend to be more tolerant of date rape, whereas students who attend public universities are more intolerant of date rape. This indicates that the differences in the overall environment at these two types of schools impact students' attitudes about date rape. Further investigation needs to be conducted to determine why this is occurring. Students who attend institutions that have students from higher SES levels tend to be more intolerant of date rape. This suggests that SES may have some bearing on students' attitudes about date rape. Yet, as this is a measure of the peer environment, this may indicate that this has something more to do with the peer group rather than the students own SES.

Although accounting for a small portion of the variance (2 percent), the most interesting results appear in the intermediate outcome block. Living in an off-campus apartment, living in a fraternity or sorority, partying, and drinking wine/liquor are negative influences on students attitudes towards date rape. As the cross-tabulations indicated and as the regression equation confirms, students who live off-campus or limit themselves to homogeneous living arrangements and peer group activity, as well as students who party and drink tolerate date rape. These results confirms many other studies, especially Koss's work and Sanday's work. Sanday's 1990 study shows that certain all male organizations, such as fraternities, promote anti-female and pro-rape attitudes; therefore, it is not surprising that these variables entered into the equation as negative predictors of date rape intolerance. Partying has been shown to blur communication skills and lead to situations that involve acquaintance rape (Koss, 1987; Abbey, 1991); therefore, it was not surprising either to find that partying is a predictor of date rape tolerance. These findings are essential for understanding the acceptance and promotion of sexual aggression.

Conversely, students who spend times studying and being with friends, performed volunteer work, had a part time job, and enrolled in a women's studies course tend to be intolerant of date rape. It seems that students who are intolerant of date rape are more serious about their academics and their friends, accept adult responsibility in working or helping others, and want to learn about diversity. This shows that very specific interactions and experiences in college promote intolerance of date rape. These findings, especially the impact of a positive peer group, a diverse peer, exposure to responsibilities and others, as well as taking certain classes, can begin to influence how colleges educate students about date rape.

In summary, students who tolerate date rape tend to be men, casual about sex and partying/drinking, conservative about sex-roles, and isolate themselves among homogeneous peers groups. Students who are intolerant of date rape tend to women, serious and confident students, accept adult responsibilities, spend time with friends when not studying, and take women's studies courses.

male sub- sample: To explore the difference between men and to provide a comparison to women, a separate regression analysis was conducted for the male sub-sample. As with the overall sample, the pretest entered in positively and remained strong after other variables were controlled with only the input characteristics slightly diminishing its potency as a predictor. The pretest also accounts for four percent of the variance. This again shows that students' attitudes about date rape are formed essential prior to college. However, this regression does indicate that the college experience does impact male college students' attitudes about date rape in that the college environment and self-selected college experiences account for almost 5 percent of the variance.

The remaining one percent of the variance is comprised of background characteristics. Men who partied in high school, and adhered to traditional/conservative sex-role beliefs in that they believed that married women should not work outside the home, and believe in casual sex tend to tolerate date rape. On the other hand, men who are more cooperative and spend a lot of time with

their friends tend to be more intolerant of date rape. Men who also respect women's right to choose about their bodies, meaning they support legalized abortions, are also intolerant of date rape. This may be due men thinking that women should have control over their bodies and men do not have the right to force anything on them, whether to have a child instead of an abortion or whether or not to have sex.

Only two environmental variable of significance entered into the regression equation. Once the inputs are controlled, the true effect of attending a public university on students' attitudes can be discerned. Attending a public university has a strong positive impact on male students' intolerance of date rape. This results indicates that the atmosphere of a public university is significant for promoting intolerance of date rape in students attitudes. Once all other variables are controlled, attending a non-sectarian college has a negative impact on male students' intolerance of date rape. Further study into the individual environments needs to be conducted in order to understand why public universities are positive predictors of date rape intolerance and non-sectarian four-year colleges are predictors of date rape tolerance. However, it may have something to do with the increased diversity at a public university, which has already been shown to be a positive influence on students' intolerance of date rape. Nonetheless, these are exciting results because certain environments are influencing male students' attitudes about date rape.

Male students who spent a great deal of partying, drinking wine/liquor, and watching television are tolerant of date rape. Again, this supports other studies' findings that partying, drinking, and isolation from peers influences male students' tolerance of date rape. On the other hand, male students who are intolerant of date rape tend to spend time either studying or being with friends, being leaders such as residential hall assistants, and accepting adult responsibilities such as working part time on campus. Being leaders and working on campus increases interaction with students and with students who are different. Male students who enrolled in a women's studies class also are intolerant of date rape, this may come from heightened awareness about women and violence against due to these classes. These students also tend to be satisfied with the

overall college experience. As Astin (1977, 1993) and Feldman and Newcomb (1969) show, students who are more involved are more satisfied with college. This study takes that premise one step further, in that male students who are involved and have high and diverse peer group interaction are intolerant of date rape.

female sub-sample: Unlike the overall sample and the male sub-sample, only a very small amount of the variance of is accounted for by the 17 variables entering the regression equation. The pretest is the strongest predictor of female students' attitudes about date rape and remains strong after all variables are controlled. The ten background characteristics that enter into the regression account for almost the all rest of the variance. This is a significant finding because this indicates that the college experience for women has little impact on their attitudes towards date rape; whereas for men, the college experience does impact their attitudes about date rape. This was hinted at from the results of the cross-tabulations, but these results from the regression equations illustrates this point more vividly. For men the college environment and experience does make a difference, whereas for women college makes little difference because their attitudes are more fixed prior to college entry.

Three demographic characteristics enter negatively for women and are predictors of women's tolerance of date rape: being Puerto Rican, being Jewish, and being Native-American. Other indicators of tolerating date rape for female students are: believing that homosexuality should be illegal as should abortions, and believing that marijuana should be legal. These women seem to be more traditional in their sex-role attitudes but liberal about partying. Women who tend to be more confident about their popularity with men and their overall socializing are more tolerant of date rape. However, women who are confident about their academic abilities and their overall popularity are intolerant of date rape. This may have something to do with how women are perceive themselves in regards to relating to men and their overall security about and image of themselves. Like the male students, female students who also spent a lot of time with their friends, are intolerant of date rape.

As already noted, less than one percent of the variance is accounted for by the environmental and self-selected college experience variables, yet all the variables remain significant at the end of the equation. Two environmental characteristics entered as predictors of intolerance of date rape: attending a public university, which mirrors the results for the male sample; and, attending a school where the SES of the students is high. This indicates that public universities have a positive impact on attitudes about date rape, albeit small for women. Because the peer mean of SES is entering as a positive predictor, further investigation into the impact of SES is needed.

Only three intermediate outcomes entered, and one of them is a predictor of date rape tolerance among women. Women who live off campus in their own apartment tend to be tolerant of date rape. Women who spent a lot of time studying and women who held a part time job, even off-campus, tend to be intolerant of date rape.

summary: Results indicate that college does have some impact on students' attitudes about date rape. Strong negative predictors for being tolerant of date rape are: being male; believing that homosexuality should be illegal and married women should not work outside of the home, which are traditional sex role attitudes; believing that marijuana should be legal, casual sex is okay, drinking wine or liquor, and spending large amounts of time partying, which are indicators of partying that involves loose sex and alcohol; living in a fraternity or sorority and living off campus, which are indicators of limiting interaction to homogeneous peer groups and lack of diversity experiences. Strong positive predictors of being less tolerant of date rape are: being female; attending public universities; taking a women's studies course; holding a part-time job on campus, spending a lot of time with friends; performing volunteer work. The regressions show that peer group interaction does impact attitudes about date rape and depending upon the peer group, students tend to be more or less tolerant of date rape. Equally striking is that the college environment and experience does impact male students' attitudes about date rape but does not for female students' attitudes about date rape. Also, distinct college environments impacted students'

attitudes towards date rape: attending public universities positively impacted intolerance of date rape while attending public four-year institutions or non-sectarian four-year college positively impacted students tolerance of date rape.

Limitations, Significance, and Implications

limitations: This study is the first to attempt to documents and assesses college students' attitudes towards date rape, the change in those attitudes during college, and the impact of college on students' attitudes about date rape. However, this study is limited in some ways. The first limitation is the single item dependent measure. Only one item measures students' attitudes towards date rape, and it may not be enough to truly capture the range and complexity of students' attitudes towards date rape. A more robust outcome variable, or set of outcome variables, would enhance this study. However, as the review of the literature details, there are several correlational, cross-sectional studies with small samples that document students' attitudes about date rape with more complex and varied measures. Despite the limited measure of attitudes towards date rape, a tremendous amount of informative results were obtained.

The second limitation of this study is the sample itself. Because there was no formal follow-up survey to the 1990 annual freshmen survey, there does not exist a nationally representative sample of institutions or of students that includes a pretest and post-test. Nonetheless, with the informal means of the 1994 College Student Survey, a sample of over 10,000 students from over seventy-five institutions was obtained for the years 1990 to 1994. This sample has a high proportion of private colleges, and colleges which are affliated with some religion, such as Catholic colleges and Protestant colleges. Because this is not a nationally representative sample, the generalizability of the findings and conclusions of this study to the overall student population is limited. Despite this limited generalizability and the inability to conclude that findings in this study are indicative of all college students, it is possible to assume that the findings presented here are good indicators of college students' attitudes about date rape. Especially due to the fact that they are similar to this study's pilot study which did use a nationally

representative sample of college students but lacked a formal pretest (Korn, 1993). Moreover, the majority of previous research utilizes small samples of around 300 to 650 students, with only two or three studies using larger studies with samples over 1,000; this study has a sample of over 10,000 students who attended college from 1990 to 1994. No other longitudinal studies have been conducted assessing students attitudes towards date rape except this study's pilot study (Korn, 1993). Therefore, this study advances understanding and knowledge of college students' attitudes about date rape as well as the impact of college on students' attitudes about date rape.

The final limitation of this study is probably one of the most startling, yet informative findings of the study. Out of 97 possible variables, only twenty-six variables in the regression equation for the overall sample accounts for 11 percent of the variance. Out of 96 possible variables, only twenty-one variables in the regression equation for the male sub-sample accounts for 10 percent of the variance. Out of 96 possible variables, only seventeen variables in the regression equation for the female sub-group accounts for 4 percent of the variance. For each regression equation the pretest accounted for most of the variance. This indicates that students are entering to college with their attitudes towards date rape relatively fixed, although results do indicate that college does effect attitudes to some degree and change is not due only to maturation. This raises the questions: If colleges are inheriting students that tolerate, condone, and justify date rape, what can colleges do to eliminate these attitudes among there students and is this the responsiblity of the colleges? Aside form the ethical dilemma, the majority of factors creating students' attitudes towards date rape were not captured by this study; this indicates the need for further investigation.

Despite the flaws of this study, it makes a truly new and unique contribution to the field. Never before has there been a longitudinal study of how students attitudes change during college and the impact of college on students' attitudes about date rape. Therefore, the limitations of this study dim somewhat in the light of the new direction for the on-going research on date rape and the unique contribution it makes to the field of violence against women.

significance: Gender-related violence (Sundt, 1992), which ranges from sexual harassment to all forms of rape (Warshaw, 1988) is a barrier to women's academic adjustment and progress. All forms of gender-related violence are forms of power and domination that reinforce the powerlessness of victims by humiliating and violating them. Both Howe (1977) and O'Farrel (1988) conducted studies which examined women's experiences in male dominated fields and suggest that gender-related violence is used to exclude women from these fields and to ensure that these fields remain the domains of men; the assumption is that if women fear violence against them, then they will not expose themselves to it and thus opt out of these fields -- a form of blocking women's progress in the academy.

With the estimation of 1 in 6 (17 percent) college women (Finley and Corty, 1993) to as many as 1 in 4 (25 percent) of college women (Warshaw, 1988) experiencing sexual violence and approximately 65% of those sexual assaults taking place on dates (Warshaw, 1988; Koss et al, 1987), rape and especially date rape is a potent threat to women on college campuses. According to Maslow's Hierarchy of Needs, safety is the second most basic need of humans that must be met (Catalano, 1993). In order to move to the higher needs (belonging, esteem, and self-actualization), the lower needs first must be fulfilled. If women feel unsafe on college campuses because of the potential threat of violence, then they will be unable to develop the sense of belonging or self-esteem. In turn, this impedes women's self-actualization which includes their accomplishments, freedom of expression in and out of the classroom, independence, and mental and physical growth (Catalano, 1993, page 146). In other words, if women feel unsafe, they cannot achieve and excel within the academy. Due to the prevalence and tolerance of campus sexual assault, especially between dates, the issue has become a concern to college students, administrators, and the higher education community.

Colleges do have an obligation to keep women safe from physical and mental harm which can be caused by hostile environments. Rape-tolerant attitudes (or attitudes that justify, accept, and condone sexual aggression) contribute to the hostile environment for women on college campuses.

It is time for institutions of higher education to defuse hostility towards women on campuses and one of the first places to begin is by being attentive to stopping attitudes that support and tolerate sexual aggression. Colleges need to become innovative and proactive with their attempts to change students' tolerant attitudes towards date rape and policies/proceedures in dealing with campus sexual aggression once it has occurred.

Although the peer group reaction is only one dimension of date rape a victim/survivor copes with, it is essential to study it because it does impact the victim/survivor as well as creating a certain atmosphere on campus that all women on the campus must contend with. By discerning who the students are that promote and condone attitudes about date rape, it is possible then to begin awareness programs on campuses to specifically target these students. By discerning which college experiences promote a tolerance about date rape, it is possible to modify and change campuses policies towards these college experiences and characteristics.

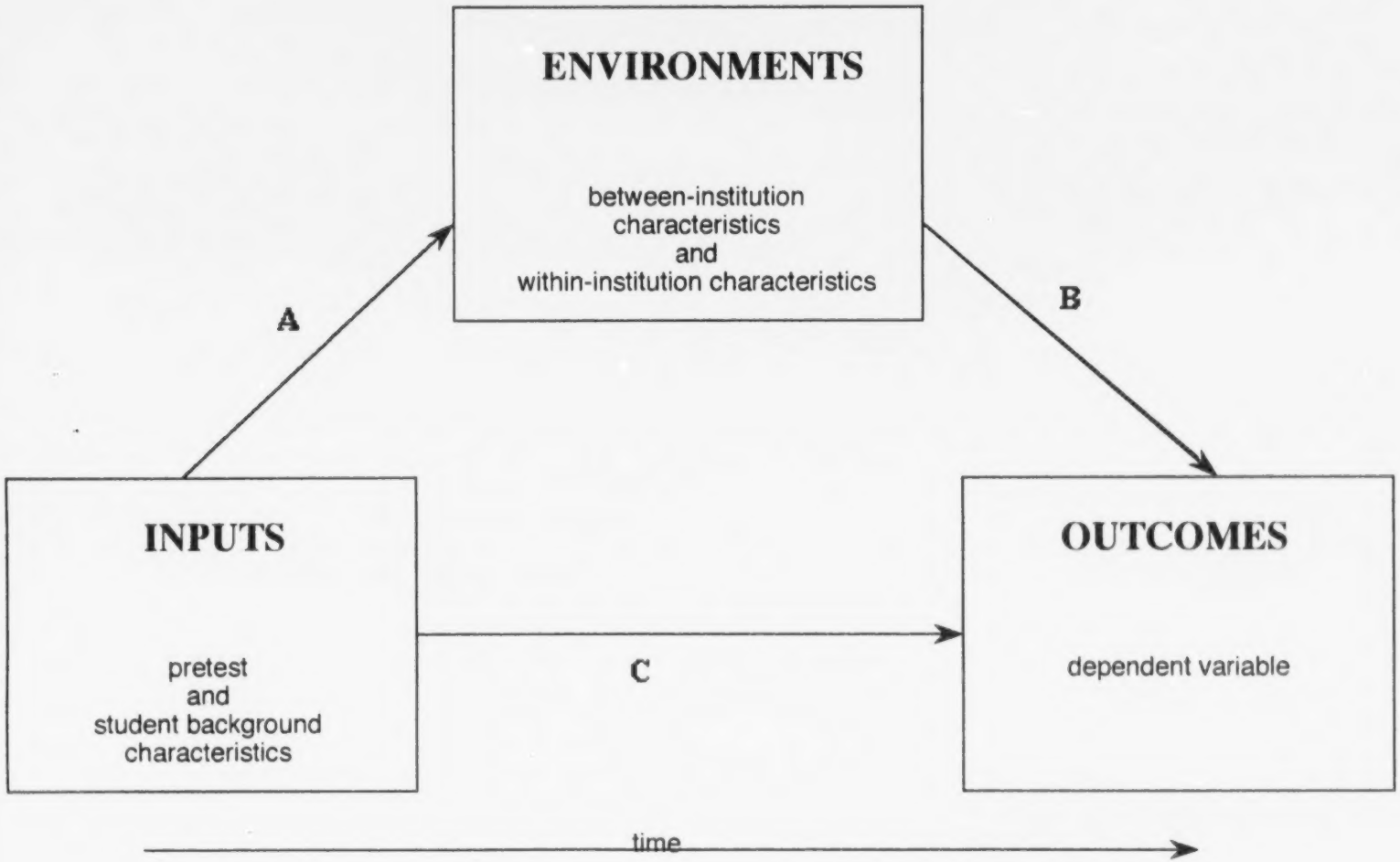
implications/recommendations: The implications of this study, especially in conjunction with the Sanday (1990) study, are enormous and begin to direclty guide policies and educational programs about date rape. Colleges seem to be creating and condoning atmospheres were women are not respected. It is vital that colleges become aware of these negative attitudes and the ways in which they are transmitted or reinforced, even at the subtlest of levels. Beyond this awarness, colleges must understand these attitudes must be stopped and/or transmuted into positive and respectful attitudes towards women, and victims/survivors of date rape or any other form of aggression against women.

On college campuses, stereotypes and myths create a climate in which date rape can thrive, especially because of the acceptance and tolerance rapes or rapes being viewed as normal consenual encounters instead of a violent crime (Sanday, 1990). These attitudes create hostile atmosphere for women and is harmful and dangerous for women in that they are not treated or respected as equals, rather women are treated as subordinates and sex objects. The risk of violence

against women is high because the atmosphere tolerates it. This atmosphere is especially harmful for victims/survivors of date rape or any other rape and is threatenting for all women on campus.

Based directly on the results from this study, colleges can introduce pratical measures to help transmute tolerance of date rape into intolerance which will help victims overall and will help decrease the hostility on campuses towards all women on campus. First, colleges should promote activities that revolve around greater campus involvement and interaction with fellow students, advocate adult responsibilities, and encourage diversity and leadership experiences. Campuses should also promote living on campus rather than commuting or living off campus because the residential experience promotes intolerance of date rape. On the other hand, colleges should discourage isolation among students and partying, when drinking alcohol and casual sex are involved. Colleges may want to implement "tolerance" or "respect" classes or on-going awareness programs for every student which will combat intolerant attitudes towards women and homosexuals, different races/ethnicities, religions and cultures. Finally, colleges need to carefully watch members of fraternities and intercollegiate sports teams as well as provide special awareness programs for these two specific sub-groups that focus on respecting "others" and breaking myths and stereotypes of "others". At the very least, colleges need to stop treating fraternity members and members of intercollegiate athletic teams as special in that they are untouchable or superior to all other students.

Colleges must accept that a certain proportion of their students do tolerate date rape, which may lead to actual rapes. This study shows that college experiences do reinforce students attitudes towards date rape, therefore activities that promote intolerance should be encouraged where activites that enhance tolerance should be discouraged. Colleges also must accept that students' attitudes about date rape are already relatively fixed by the time they enter college, and these students have already learned a set of false beliefs about date rape, rape, sexuality, and women. Therefore, re-education processes are necessary and are advocated by rape scholars such as Sanday, Koss, and Bell et al. as well as several others.



Astin's Input-Environment-Outcome Model for Studying College Impact

Table 1
Demographics of Sample

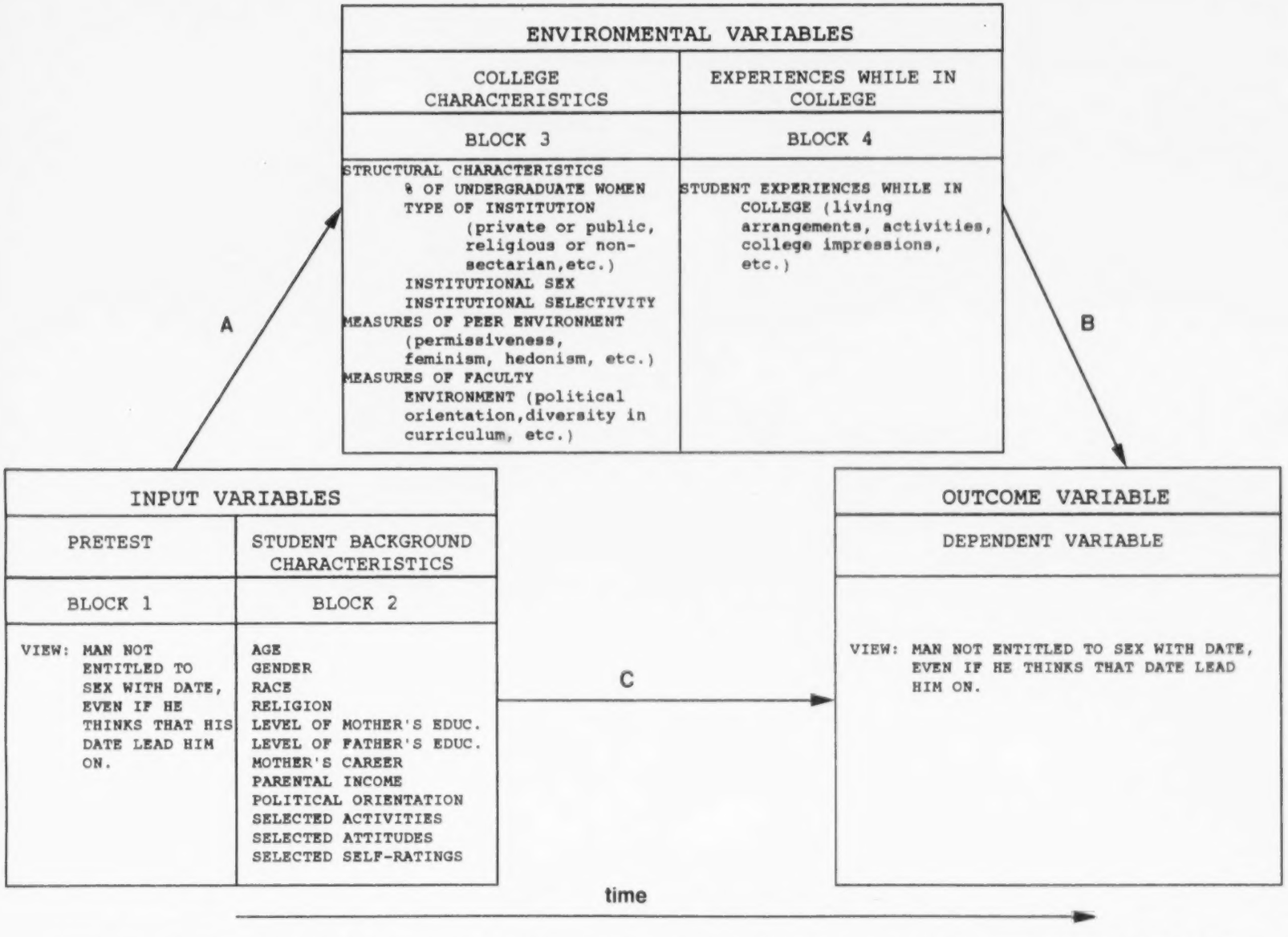
Category	number of students
Overall sample	10,155
Gender:	
•women in sample	6,085
•men in sample	4,070
Race:	
•Caucasian	9,046
•African-American	310
•Asian-American	343
•Native-American	61
•Chicano/a	165
•Puerto Rican American	76
•Other	216
Religion*:	
•Protestant	3,032
•Catholic	5,365
•Jewish	239
•Other	368
•None	721
Political Orientation*:	
•Far Right	107
•Conservative	2,686
•Middle of the Road	4,647
•Liberal	2,147
•Far Left	93
Institutional Type:	
•University	4,004
•Four year college	6,151
Institutional Control:	
•Public	1,458
•Private	8,697
Stratification Cell:	
•Public universities	743
•Private universities	3,261
•Public four-year colleges	676
•Nonsectarian four-year colleges	1,662
•Catholic four-year colleges	2,556
•Protestant four-year colleges	1,218
•Public black four-year colleges	39
Institutional Sex:	
•Male only	118
•Female only	536
•Co-ed	9,237
•Coordinate	26

* does not account for missing cases

Table 2
Possible Variables to Enter into Regression Equation

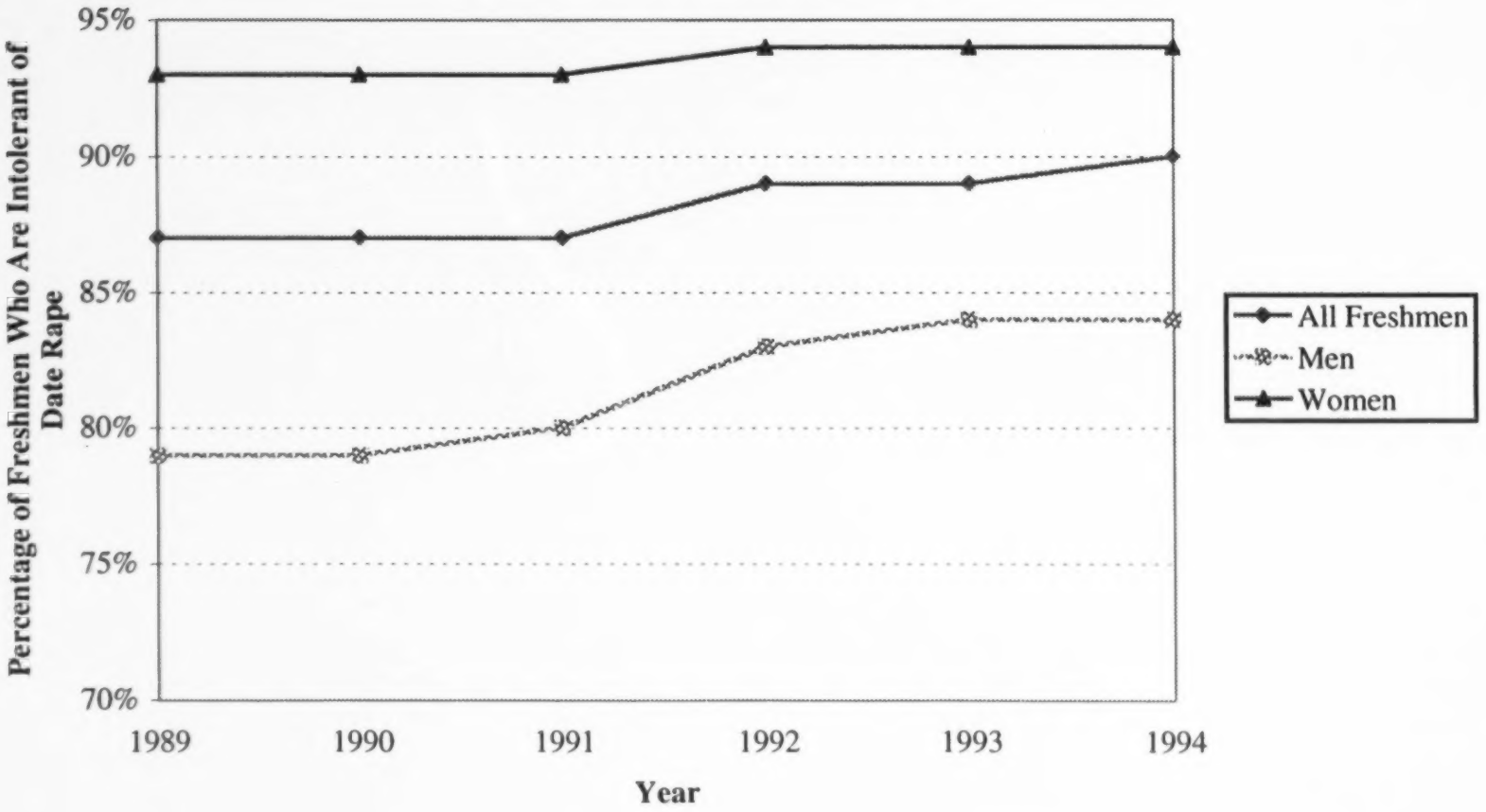
Block 2: Student Background Characteristics	Block 3: Environmental Variables	Block 4: Intermediate Outcome Variables
Demographics of Student	**Characteristics of College**	**Student Experiences In College**
gender of student	% of Undergraduate FTE Women	Living Arrangements During College
age of student	Stratification of Institution	lived w/ parents or relatives
race of student:	public universities	lived in private apartment/house
White/Caucasian	private universities	lived in campus dorms
African American/Black	public 4 year colleges	lived in fraternity or sorority
American Indian	Catholic 4 year colleges	Activities While in College
Asian American/Asian	Protestant 4 year colleges	member of fraternity or sorority
Mexican American/Chicano	Nonsectarian 4 year colleges	played intercollegiate athletics
Puerto Rican American	Historically Black 4 year colleges	played intercollegiate football or basketball
Other	Institutional Sex	held part-time job on campus
Religion of Student:	male only	held part-time job off campus
Protestant	female only	worked full time while in college
Catholic	co-educational	enrolled in ethnic studies class(es)
Jewish	Institutional Selectivity	enrolled in racial/cultural workshop
Other	SAT math + SAT verbal	enrolled in remedial class(es)
None		enrolled in women's studies class(es)
Level of Mother's Education	**Measures of the Peer Environment***	elected to student office
Level of Father's Education	Intellectual Self Esteem	served as resident assistant
Mother's Career	Permissiveness	Activities During Last Year of College
work inside the home	Social Activism	stayed up all night
work outside of the home	Materialism and Status	smoked cigarettes
traditional field	Outside Work	drank beer
non-traditional field	Socio-Economic Status	drank wine or liquor
Estimated Parental Income		volunteer work
Student's Political Orientation in 1990	**Measures of the Faculty Environment**	Weekly Average of Time Spent On:
Attitudes and Activities of Student	Political Orientation of Faculty	partying
Activities As Senior in High School.	Diversity Orientation in Curriculum	studying
won varsity letter for sports	Diversity Among Faculty	being with friends
smoked cigarettes	Percent of Women Faculty	attending religious functions
drank beer		commuting
drank wine or liquor		watching television
stayed up all night		
Weekly Average of Time Spent On:		**Satisfaction Measures of College:**
partying		satisfied with campus life overall
studying		satisfied with college peer interaction
being with friends		
Attitudes About Social Issues/Topics/Behaviors:		
view: abortion should be legalized		
view: okay to have sex immediately if the two people really like each other		
view: activities of married women are best confined to the home		
view: marijuana should be legalized		
view: homosexuality should be illegal		
view: college increases earning power		
view: mandatory testing for AIDS is okay		
view: mandatory drug testing by employer is ok		
Self Ratings:		
academic ability		
competitiveness		
cooperativeness		
drive to achieve		
leadership ability		
popularity in general		
popularity with opposite sex		
social self-confidence		
intellectual self-confidence		

* student mean of factor



SCHEMATA OF **ASTIN'S I-E-O MODEL WITH VARIABLES FOR STUDY OF STUDENTS' ATTITUDES TOWARDS DATE RAPE**
Graph 2

Six Year Trend Among College Freshmen Who Are Intolerant of Date Rape



Graph 3

Table 3
Changes in College Students' Attitudes Towards Date Rape

Level of Tolerance	Percent in 1990	Percent in 1994	Change, 1990-1994
Strongly Intolerant	75	84	+9*
Somewhat Intolerant	18	12	-6*
Somewhat Tolerant	4	2	-2*
Strongly Intolerant	3	2	-1*

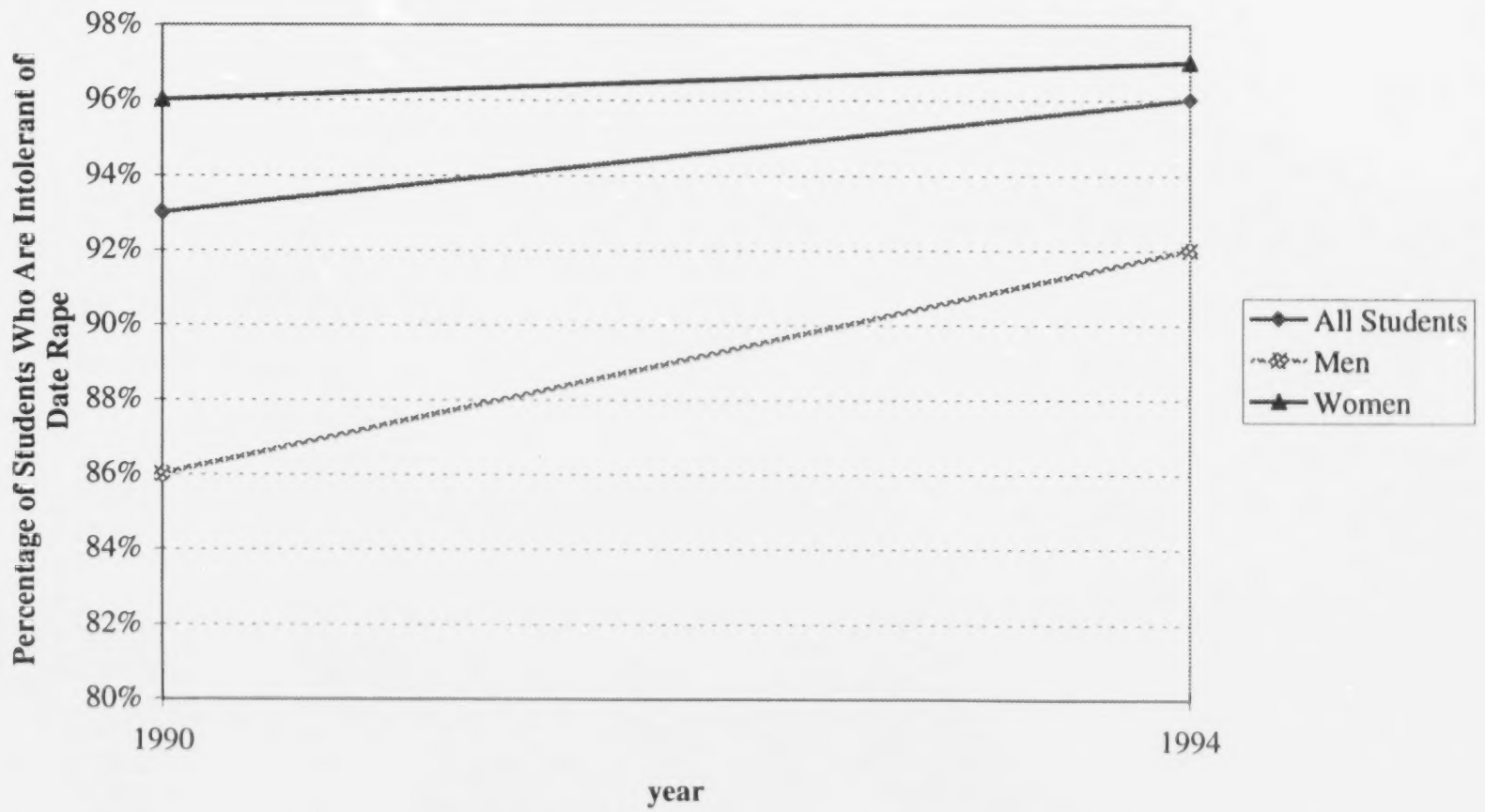
Notes: The overall sample size is 9,697 college students (458 missing cases). *Denotes that changes from 1990 to 1994 are significant at p level of 0.05.

Table 4
Changes in College Students' Attitudes Towards Date Rape By Gender

Level of Tolerance	Percent in Men 1990	Men 1994	Women 1990	Women 1994	Change, 1990-1994 Men	Women
Strongly Intolerant	52	71	90	93	+19*	+ 3*
Somewhat Intolerant	34	21	7	5	-13*	- 2*
Somewhat Tolerant	10	5	1	1	- 5*	n/c
Strongly Tolerant	4	3	3	2	- 1*	- 1*

Notes: The overall sample size is 9,697 college students (458 missing cases); the male sub-sample is 3,868; the female sub-sample is 5,829. *Denotes that changes from 1990 to 1994 are significant at p level of 0.05.

Changes In College Students' Intolerance of Date Rape from 1990 to 1994



Graph 4

Table 5
Changes In College Students' Intolerance of Date Rape by Race, Religion and Political View

	Percent in						Change, 1990-1994		
	Overall		Men		Women				
	1990	1994	1990	1994	1990	1994	All	Men	Women
Race:									
Caucasian	93	96	87	93	97	98	+3	+6	+1
African-American	87	94	81	90	90	96	+7	+9	+6
Asian-American	90	95	83	90	95	99	+5	+7	+4
Native-American	95	97	86	92	92	95	+2	+6	+3
Chicano/a	88	94	78	89	95	97	+6	+11	+2
Puerto Rican American	93	90	96	96	92	90	-3	n/c	-2
Religion:									
Protestant	93	95	86	92	96	98	+2	+6	+2
Catholic	92	95	86	92	96	98	+3	+6	+2
Jewish	94	95	90	96	96	94	+1	+6	-2
Other	94	98	88	95	98	99	+4	+7	+1
None	93	95	89	90	96	98	+2	+1	+2
Political Orientation:									
Far Right	88	95	86	94	92	97	+7	+8	+5
Conservative	92	95	88	92	97	98	+3	+4	+1
Middle of the Road	92	97	85	92	96	98	+5	+7	+2
Liberal	93	96	88	92	96	98	+3	+4	+2
Far Left	93	92	87	87	100	98	-1	n/c	-2

Note: Level of Intolerance includes those students who indicate they somewhat and/or strongly agree with the statement, "Just because a man thinks that a woman 'led him on' does not entitle him to have sex with her."
All changes listed are significant at the P level of 0.05.

Table 6
Changes In College Students' Intolerance of Date Rape by Institutional Characteristics

	Percent in						Change, 1990-1994		
	Overall		Men		Women				
	1990	1994	1990	1994	1990	1994	All	Men	Women
Institutional Type:									
university	92	96	87	93	97	98	+4	+6	+1
four year college	92	95	85	91	96	98	+3	+6	+2
Institutional Control:									
public	93	96	84	92	96	98	+3	+8	+2
private	92	96	87	92	96	98	+4	+5	+2
Institutional Stratification:									
public universities	93	97	83	94	97	98	+4	+11	+1
private universities	92	96	87	93	97	98	+4	+6	+1
public 4yr colleges	93	95	86	89	96	97	+2	+3	+1
nonsectarian 4yr colleges	93	96	87	92	96	99	+3	+5	+3
catholic 4yr colleges	91	94	83	90	96	97	+3	+7	+1
Protestant 4yr colleges	94	97	91	94	96	98	+3	+3	+2
public black 4yr colleges	79	83	57	71	88	88	+4	+14	n/c

Note: Level of Intolerance includes those students who indicate they somewhat and/or strongly agree with the statement, "Just because a man thinks that a woman 'led him on' does not entitle him to have sex with her." All changes listed are significant at the P level of 0.05.

Table 7
Changes in Intolerance of Date Rape Among Male College Students

Behaviors	Percent In 1990	Percent In 1994	Change, 1990-1994
High Peer Group Interactions			
•Men Who Spent Time With Friends Frequently (n=3293)	93	96	+ 3*
•Men Who Reported To Have Discussed Classes With Other Students Frequently (n=2154)	87	92	+ 5*
•Men Who Reported To Studied With Other Students Frequently (n=1234)	84	91	+ 7*
•Men Who Spent Minimal Time Commuting (n=3220)	88	93	+ 5*
•Male Residential Students All During College (n=1161)	89	92	+ 3*
Leadership Experience While In College			
•Men Who Served As Residence Assistants (n=349)	92	96	+ 4*
•Men Who Participated In Campus Protests (n=389)	88	91	+ 3*
•Men Who Were Elected To Student Office (n=787)	87	92	+ 5*
•Men Who Tutored Other Student Frequently (n=390)	87	93	+ 6*
Minimal Peer Group Interactions			
•Men Who Reported To Have Discussed Classes Not At All With Other Students (n=84)	83	70	-13*
•Men Who Reported Not To Have Studied With Other Students At All (n=238)	87	86	- 1*
•Men Who Worked Full-Time During College (n=219)	83	92	+ 9*
•Men Who Viewed TV More Than 20 Hours Per Week While In College (n=221)	80	81	+ 1*
•Men Who Did Not Live On Campus At All During College (n=392)	79	87	+ 8*
•Men Who Commuted More Than 20 Hours Per Week To College (n=47)	82	70	-12*
•Men Who Have Reported To Have Discussed Classes With Other Students Not At All (n=84)	83	70	-13*
•Men Who Spent Minimal Time (less than 3 Hours Per Week) With Friends (n=213)	74	82	+ 8*
•Men Who Have Taken A Remedial Class (n=104)	88	87	- 1*

Table 7 Continued

Behaviors	Percent In 1990	1994	Change, 1990-1994
Diversity Experience While In College			
•Men Who Enrolled In Women's Studies Course (n=401)	85	93	+ 8*
•Men Who Enrolled In Ethnic Studies Course (n=847)	82	93	+11*
•Men Who Socialized With Someone of a Different Ethnic/Racial Group While In College (n=1622)	88	93	+ 7*
•Men Who Participated in a Racial/Cultural Workshop While in College (n=995)	89	94	+ 5*
•Men Who Participated in a Racial/Cultural Student Organization While in College (n=428)	87	92	+ 5*
•Men Who Performed Volunteer Work (n=551)	87	94	+ 7*
Men Who Partied A Lot While In College			
•Men Who Have Reported To Have Drank Beer Frequently (n=1975)	85	91	+ 6*
•Men Who Reported To Have Drank Wine Or Liquor Frequently (n=1115)	84	90	+ 6*
•Men Who Partied Frequently While In College (n=592)	82	93	+11*
•Men Who Partied Heavily While In College (n=267)	77	81	+ 4*
•Men Who Strongly Believe That Marijuana Should Be Legalized (n=185)	83	87	+ 4*
Members Of Certain All-Male Campus Groups			
Membership/Involvement In A Fraternity:			
•Men Who Belong To Fraternities (n=628)	84	91	+ 7*
•Men Who Lived In A Fraternity During Part Of College (n=283)	85	91	+ 6*
•Men Who Lived In A Fraternity During All Of College (n=108)	80	83	+ 3*
Membership/Involvement In All-Male Athletic Teams			
•Men Who Have Participated In Intercollegiate Football And/Or Basketball (n=448)	83	90	+ 7*
•Men Who Have Participated In Other Intercollegiate Sports (Not Football/Basketball) (n=1004)	85	92	+ 7*
•Men Who Participated In Intramural Sports (n=1321)	87	92	+ 5*

Table 7 Continued

Behaviors	Percent In 1990	1994	Change, 1990-1994
Possess Conservative/Traditional Sex Role Attitudes			
•Men Who Strongly Disagree That Abortion Should Be Legalized (n=1372)	89	94	+ 5*
• Men Who Strongly Disagree That It Is OK To Have Sex Immediately If People Like Each Other (n=905)	94	97	+ 3*
•Men Who Strongly Believe That The Activities Of Married Women Are Best Confined To The Home (n=265)	79	88	+ 9*
•Men Who Strongly Believe That Homosexual Relations Should Be Prohibited (n=689)	81	90	+ 9*

Note: Level Of Intolerance Includes Those Who Indicate Somewhat Or Strongly Agree With Dependent Variable. *Denotes Changes Are Significant At The P Level Of 0.05.

Table 8
Predicting Degree of Agreement with Date Rape Measure† After Four Years After College Entry For Overall Sample (n=7,467)

Step	Variable Name	R	r	ßeta at Entry	Beta[a] After Controlling for: Prestest	Student Inputs	College Environments	College Exper.
Pretest								
1	view: man not entitled to sex*	22	22	22	16	13	13	13**
Inputs (student background characteristics)								
demographics of student								
2	gender: female*	28	25	20	20	18	17	16**
3	Race: Puerto Rican	28	-02	-03	-03	-03	-02	-02
attitudes/behaviors of student								
4	level of father's education	29	01	02	02	01	00	00
5	view: sex ok if two people like each other*	29	-14	-05	-06	-05	-04	-03**
6	view: prohibition of homosexual relations*	30	-10	-06	-04	-05	-05	-04**
7	view: married women should not work*	30	-12	-04	-05	-04	-04	-04**
8	view: marijuana should be legalized*	30	-06	-04	-04	-03	-03	-03**
9	self rating: academic ability*	30	02	03	04	03	02	01
10	hours per week: being with friends	30	00	02	01	04	04	03**
11	hours per week: partying	30	-07	-04	-04	-04	-03	-02
Environments								
12	public four-year colleges*	31	-02	-03	-03	-03	-02	-01**
13	public universities*	31	03	02	02	02	05	06**
14	peer mean: SES	31	01	04	04	02	03	04**
15	peer mean: materialism and status	31	-04	-03	-03	-02	-02	-00
Intermediate Outcomes (student experiences while in college)								
16	hours per week: studying*	32	10	07	08	07	07	06**
17	level of satisfaction: overall college exp.*	32	08	06	07	06	06	06**
18	lived in private apartment/house	32	-06	-04	-05	-04	-04	-04**
19	drank wine or liquor*	32	-06	-03	-04	-03	-03	-03**
20	enrolled in women's studies course*	33	09	03	04	03	03	03**
21	held part time job on campus	33	06	03	04	03	03	03**
22	hours per week: being with friends*	33	01	03	02	03	03	04**
23	hours per week: partying*	33	-09	-04	-04	-03	-03	-04**
24	smoked cigarettes	33	-01	03	-01	01	01	03**
25	lived in fraternity or sorority	33	-05	-02	-02	-01	-02	-02**
26	performed volunteer work	33	07	02	04	03	03	02**

Note: †Level of agreement with the statement "Just because a man believes that 'a woman has led him on' does not entitle him to have sex with her' is the date rape measure for this study. Decimals before numbers have been omitted. P Level is (.05). * denotes variables entering regression equation at P Level (.01). **denotes variable remains significant at the last step. [a]The coefficients for any variable not yet in the equation shows the beta that variable would receive if it were entered into the equation at the *next* step.

Table 9
Predicting Male College Students' Degree of Agreement with Date Rape Measure† After Four Years After College Entry (n=3,042)

Step	Variable Name	R	r	Beta at Entry	Pretest	Beta[a] After Controlling for Students Inputs	College Environment	College Experience
Pretest								
1	view: man not entitled to sex*	19	19	19	19	15	15	14**
Inputs (student background characteristics)								
demographics of student								
2	level of father's education	19	05	04	04	04	03	03
attitudes/behaviors of student								
3	hours per week: partying*	21	-11	-09	-09	-09	-08	-05**
4	view: married women should not work*	22	-10	-07	-07	-06	-06	-06**
5	view: sex ok if two people like each other*	22	-11	-05	-07	-08	-06	-05**
6	self rating: cooperation	23	07	04	05	05	04	02
7	hours per week: being with friends	23	-01	05	00	05	05	03
8	view: abortion should be legal	23	-01	04	00	04	05	05**
Environments								
9	public university*	24	03	04	04	04	08	07**
10	% of undergraduate FTE women	24	-03	-04	-03	-04	-04	-03
11	peer mean: Materialism and Status	24	-06	-05	-03	-03	-04	-01
Intermediate Outcomes (student experiences while in college)								
12	level of satisfacrion:overall college exp.*	26	11	11	11	11	11	09**
13	hours per week: studying*	28	12	08	11	10	08	08**
14	served as residence assistant*	28	09	06	08	07	06	04**
15	drank wine or liquor*	29	-10	-06	-09	-06	-07	-06**
16	held part time job on campus*	29	09	05	08	07	06	05**
17	hours per week: being with friends*	30	02	05	03	05	03	09**
18	hours per week: watching television	30	-11	-06	-09	-07	-06	-05**
19	hours per week: partying	30	-12	-06	-09	-06	-07	-06**
20	Nonsectarian 4-year colleges	31	02	-04	01	-00	-02	-04**
21	enrolled in women's studies course	31	04	04	04	05	04	04**

Note: †Level of agreement with the statement "Just because a man believes that 'a woman has led him on' does not entitle him to have sex with her' is the date rape measure for this study. Decimals before numbers have been omitted. P Level is (.05). * denotes variables that enter into regression equation at P Level (.01). ** denotes that variable remains significant at the last step. [a]The coefficients for any variable not yet in the equation shows the beta that variable would receive if it were entered into the equation at the *next* step.

Table 10
Predicting Female College Students' Degree of Agreement with Date Rape Measure† After Four Years After College Entry (n=4,425)

Step	Variable Name	R	r	Beta at Entry	Beta[a] After Controlling for: Pretest	Students Inputs	College Environment	College Experience
Pretest								
1	view: man not entitled to sex*	09	09	09	09	08	08	08**
Inputs (student background characteristics)								
demographics of student								
2	race: Puerto Rican	11	-07	-06	-06	-06	-06	-06**
3	religion: Jewish*	11	-04	-04	-04	-05	-05	-05**
4	race: Native American	12	-03	-03	-03	-03	-03	-03
attitudes/behaviors of student								
5	view: homosexuality should be illegal*	13	-05	-06	-05	-06	-06	-06**
6	self rating: academic*	14	06	05	05	04	03	03**
7	self rating: popularity in general*	14	05	04	04	08	08	08**
8	self rating: popularity with opposite sex*	15	-01	-06	-00	-04	-04	-04**
9	view: abortion should be legal	15	-03	-04	-02	-03	-03	-03**
10	self rating: social self-confidence	16	-01	-04	-01	-04	-04	-04**
11	hours per week: being with friends	16	03	03	03	03	04	03**
12	view: marijuana should be legal	16	-03	-03	-03	-04	-03	-03**
Environments								
13	peer mean: Socio-Economic Status*	17	07	05	06	05	07	07**
14	public university*	17	01	04	01	04	05	05**
Intermediate Outcomes (student experiences while in college)								
15	lived in private apartment (off campus)*	18	-04	-05	-04	-04	-05	-05**
16	hours per week: studying	18	05	03	05	03	03	03**
17	held part time job off campus	18	-00	03	00	02	03	03**

Note: †Level of agreement with the statement "Just because a man believes that a woman has 'led him on' does not entitle him to have sex with her' is the date rape measure for this study. Decimals before numbers have been omitted. P Level is (.05) and ** denotes that variable remains significant at the last step. * denotes variables that enter into regression equation at P Level (.01). [a]The coefficients for any variable not yet in the equation shows the beta that variable would receive if it were entered into the equation at the *next* step.

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